

A STUDY OF KOFI ANNAN'S LEADERSHIP AS THE UNITED NATIONS
SECRETARY GENERAL AND HIS IMPACT ON THE IMPLEMENTATION
AND SUCCESS OF A SUB-SAHARAN AFRICA AGENDA

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by

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

A STUDY OF KOFI ANNAN'S LEADERSHIP AS THE UNITED NATIONS SECRETARY GENERAL AND HIS IMPACT ON THE IMPLEMENTATION AND SUCCESS OF A SUB-SAHARAN AFRICA AGENDA, by Major Yoram M. Ngwira, Malawi Defence Force, 123 pages.

There is a general understanding that leadership is the key to the success of any organization. This research examined whether the leadership style of Kofi Annan as the Secretary General of UN had an impact on the successful implementation of the Sub-Saharan Africa agenda. Annan served as the UN Secretary General for two consecutive terms between 1997 and 2006. He joined the UN in 1962 and rose through the ranks before becoming the Secretary General in 1997. The UN is the world body formed in 1945 with the purpose of bringing all nations of the world together in the quest to achieve world peace, security, stability, and economic development, based on the principles of justice, human dignity, and the well-being of all humanity. It strives to promote concerted effort among the member countries to tackle global challenges by balancing their individual national interests and the global interests. Currently, it has 192 members and 47 members are from the Sub-Saharan Africa. The Sub-Saharan Africa remains paralyzed by under-developed, poor governance, poverty, conflicts, hunger, low life expectancy, and illiteracy. Therefore, the Sub-Saharan Africa agenda during Annan's tenure was to alleviate the region from these fore-stated challenges.

The study demonstrated that leaders apply diverse leadership styles to suit the prevailing situation. The study applied qualitative research methodology and revealed that Annan possessed a predominantly participative style of leadership as evidenced while implementing the Sub-Saharan Africa agenda. The study also found that Annan applied other styles; the delegating style, the transformational style, the country club management style, and the leader-member exchange style dependent on the situation. According to this study, his successes included the introduction of the Millennium Development Goals and his peace efforts in the crises such as the Bakassi Peninsula, the Lockerbie Bombing, and the Darfur. The study recommends further research on the impact of Annan's leadership style in the other regions of the world in order to broaden the view of his successes and failures. It also recommends further research on the impact of the leadership styles of other Secretaries General on the Sub-Saharan Africa agenda.

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ACRONYMS

FM	Field Manual
LBDQ	Leader Behavior Description Questionnaire
LMX	Leader-Member Exchange
LOQ	Leader Opinion Questionnaire
LPC	Least Preferred Coworker
MDG	Millennium Development Goals
SBDQ	Supervisory Behavior Description Questionnaire
SMG	Senior Management Group
WHO	World Health Organization
UN	United Nations

CHAPTER 1

INTRODUCTION

Background

Leadership is one of the fields of study that has attracted scholars in many occupations. One wonders why there has been such interest. Bernard M. Bass, the former Professor of Organizational Behavior, researcher and author of *Leadership, Psychology and Organization Behavior*, asserted that the study of leadership is an ancient art. He also observed that leadership is a universal human phenomenon as reported from various anthropological studies in China, Egypt, Greece, Australia, Fiji, New Guinea, the Congo, and elsewhere. In earlier times, words meaning head of state, military commander, proconsuls, chiefs, or kings were common in most societies and that these words differentiated the ruler from other members of society.¹ The historical surveys conducted by Professor emeritus of leadership studies, Joseph Rost revealed that:

Etymological dictionaries agree that the term 'to lead' comes from the old English word *leden* or *loedan*, which meant to make go, to guide or to show the way and the Latin word *ducere* which meant to draw, drag, pull; to lead, guide or conduct. From all accounts, the words lead, leader and leading have been used in several European languages with Anglo-Saxon and Latin roots from 1300 to the present.²

From the foregoing, we can say that before people started to use the term leader, they were using some terms that had a similar meaning. According to J. Thomas Wren, Professor of Leadership Studies at the University of Richmond and author of *Leadership*

¹B. M. Brass, *Stogdill's Handbook of Leadership: A Survey of Theory and Research* (New York: The Free Press, 1981), 5-7.

²J. C. Rost, *Leadership for the Twenty-first Century* (New York: Praeger Publishers, 1991), 38.

and *Law*, the study of leadership has its roots in the age of the emergence of civilization, which shaped its leaders as much as they shaped it. Wren argued that from its infancy the study of history had been the study of leaders, what they did, and why they did it. He further postulated that over the centuries, the effort to formulate principles of leadership spread from the study of history and the philosophy associated with it to all the developing social sciences.³

The pioneer and influential thinker of modern management, Peter Drucker demonstrated that the study of leadership dates from ancient times by stating:

The earliest writers on the subject, in ancient Greece or ancient Israel, knew all that has ever been known about leadership. The scores of books, papers and speeches on leadership in the business enterprise that come out every year have little to say on the subject that was not already old when the Prophets spoke and Aeschylus wrote.⁴

Even in modern times, everyone experiences the impact of leadership; whether it is in politics, government, social groups, multinational corporations, non-governmental organizations, private sector, military, or schools, the list is inexhaustible. It is expected that the bigger the organization, the more complex the leadership environment. Therefore, many people are interested to know what leaders of these complex organizations do to be more successful. Another author of works on management, Samuel Certo, stated:

Leadership has always been considered a prerequisite for organizational success. Today, given the increased capacity afforded by enhanced communication

³J. T. Wren, *The Leader's Companion: Insights on Leadership through the Ages* (New York: The Free Press 1995).

⁴P. Drucker, *The Practice of Management* (New York: Harper Collins, 1993), 158-159.

technology and the rise of international business, leadership is more important than before.⁵

All organizations strive for survival and prosperity in the turbulent and unpredictable operating environment. Therefore, organizations devise many strategies that they perceive to be essential to their present and future goals. Apart from investing in equipment, modern organizations are dedicating huge sums of financial resources in developing their managers. To echo similar sentiments, Adalat Khan, an author of management, leadership and conflict resolution stated:

Today good management in addition to basic management skills also requires leadership skills. In fact, leadership is the key quality, which every manager must acquire to become an effective manager. A manager may develop a perfect strategy to make an organization successful, but to carry forward that strategy towards realization; he or she needs leadership qualities. Leadership then takes a bigger, broader, and more important role.⁶

This means that organizations, including the armed forces, might have similar equipment afforded by technological advancement, but leadership is the factor that will determine their success. Therefore, leadership takes an important role in the success of the organizations.

It is understandable that leading the United Nations (UN) is quite complex and has many leadership challenges. This body is the largest and most influential organization in the world. Kofi Annan was selected as the seventh Secretary General of the UN. He was also the first black person to be appointed into that position as the leader in the UN.

⁵S. C. Certo, *Modern Management*, 8th ed. (Upper Saddle River, NJ: Prentice-Hall, Inc., 2000), 327.

⁶A. Khan, "The Need and Importance of Leadership," *American Chronicle* (25 July 2007), <http://www.americanchronicle.com/articles/view/2231> (accessed 10 March 2009).

He served for two terms between 1 January 1997 and 1 January 2007. As Secretary General, he served as an executive leader of the UN. He dealt with diverse global challenges in areas such as the world economy, security, stability, global warming, pollution, ethnic genocide, population growth, urbanization, depletion of natural resources, and fundamentalist movements that caused instability throughout the world. In this paper, the author looks at how his leadership style as Secretary General of the UN influenced the success of the organization during his tenure. In particular, this thesis seeks to answer the question: “Did Kofi Annan’s leadership style as the UN Secretary General have an impact on the implementation and success of the Sub-Saharan Africa agenda between 1997 and 2006?”

Primary Research Question

The central theme of the research was to answer the question: “Did Kofi Annan’s unique leadership style as the Secretary General of the UN have an impact on the implementation and success of the Sub-Saharan Africa agenda between 1997 and 2006?”

Secondary Research Questions

The following secondary research questions were important in order to answer the primary research question:

1. What unique leadership style did Kofi Annan bring to the UN as a Secretary General?
 - a. What was Annan’s family background?
 - b. What was Annan’s education background?
 - c. What was Annan’s professional background?

2. What challenges did he encounter as Secretary General of the UN?
 - a. What was his relationship with the members of the UN Security council?
 - b. What was his relationship with the member of the General Assembly of the UN?
 - c. What was his relationship with the Secretariat?
3. What Sub-Saharan Africa agenda items existed before and during his tenure?
 - a. How did Kofi Annan implement the Sub-Saharan Africa agenda items while he was the UN Secretary General?
 - b. What are the successes attributable to his leadership style in implementing the agenda between 1997 and 2006?

Significance

The study of the leadership style of Kofi Annan and his impact on the implementation and success of the Sub-Saharan Africa agenda is very important as a case study to all who aspire to become better leaders. The leadership lessons drawn from his successes and failures as a strategic leader can help other leaders to learn and improve their own leadership styles for the success of their careers and their organizations. Stuart commented, “The truth is that no one factor makes a company admirable, but if you were forced to pick the one that makes the most difference, you'd pick leadership.”⁷

⁷T. A. Stuart, “America's Most Admired Companies Why Leadership Matters, *Fortune Magazine*, 2 March 1998, http://money.cnn.com/magazines/fortune/fortune_archive/1998/03/02/238547/index.htm (accessed 19 March 2009).

Assumptions

Kofi Annan served for two terms in the competitive and challenging position of Secretary General of the UN. The assumption of the author was that Annan maintained his leadership style throughout his tenure.

Limitations

The author completed this research within ten months concurrently with the Intermediate Level Education at the US Army Command and General Staff College. Therefore, due to time constraints, it was not possible to travel out of the college to interview people who worked with Mr. Annan. Consequently, the findings were limited to secondary sources of information. Additionally, the research was limited to unclassified information.

Delimitations

The research utilized open and unclassified sources. The completed thesis also remains unclassified. Further, the study does not discuss the impact of Kofi Annan's leadership style on other regions of the world.

Summary

This chapter introduced the background of the study. It argued the significance of examining whether Kofi Annan's unique leadership style as the Secretary General of the UN had an impact on the implementation and success of the Sub-Saharan Africa agenda between 1997 and 2006. It also outlined the secondary research questions, assumptions, limitations, and delimitations.

Structure of the Paper

Chapter 2 is literature review and describes the main sources of data used in this thesis to provide basis for the analysis and any subsequent research on the subject.

Chapter 3 describes the research methodology used in the study and justifies the reasons for the choice. Chapter 4, data presentation and analysis, presents the findings from the various sources as evidence of the study and interprets the patterns and relationships to draw meanings. In chapter 5, the author presents conclusions and recommendations from the study.

CHAPTER 2

LITERATURE REVIEW

Various scholars, researchers, and theorist have conducted many studies on leadership and have defined it according to their perspectives and interests. In trying to explore the impact of Kofi Annan’s leadership style on the success of the Sub-Saharan Africa agenda, it is important to begin by discussing the background of the subject. This chapter examines some definitions, models, and theories that might help to understand leadership. The researcher further discusses Annan’s background, the UN structure and its challenges, and the background of the Sub-Saharan Africa agenda. The purpose of this chapter is to examine the literature on leadership and eventually relate to the leadership style of Kofi Annan and its impact on the success of the Sub-Saharan Africa.

Definitions

Various scholars have defined leadership according to the purpose of their studies. According to Yukl, leadership is “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individuals and collective efforts to accomplish shared objectives.”⁸ On the other hand, the Headquarters, Department of the Army defined leadership as “the process of influencing people by providing purpose, direction, and motivation while accomplishing the mission and improving the organization.”⁹ Northouse defined leadership as “a process

⁸G. A. Yukl, *Leadership in Organizations*, 6th ed. (Upper Saddle River, NJ: Pearson Education, Inc., 2006), 8.

⁹Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office 2006), 1-2.

whereby an individual influences a group of individuals to achieve a common goal.”¹⁰

Yet, House and Shamir defined leadership as the ability of an individual to transform the needs, values, preferences, and inspiration of followers from self-interest to collective interests by making significant personal self-sacrifices willingly.¹¹ All these definitions revolve around five common elements, namely, an organization or group of people, common goals, influence, leader, and subordinates or followers.

Leadership does not occur in a vacuum. It occurs in an organization or by a group of people with common goals. These goals can be either for the present or for the future. The organization might have formal or informal structures. There is need for the people in the organization to be committed to the common goals. In order to achieve that commitment there should be a leader to influence others whom we call subordinates or followers. The difference between the terms follower and subordinate is blurred.

However, Yukl observed that:

The term follower is used to describe a person who acknowledges the focal leader as the primary source of guidance about the work, regardless of how much formal authority the leader actually has over the person. Unlike the term subordinate, the term follower does not preclude leadership processes that can occur even in the absence of a formal authority relationship.¹²

Effectively, the term subordinate occurs in organizations where formal authority exists. In both cases, leadership is necessary to influence others towards the

¹⁰P. G. Northouse, *Leadership: Theory and Practice*. 4th ed. (California: Sage Publications, Inc., 2007), 3.

¹¹R. J. House, and B. Shamir. *Toward the Integration of Transformational, Charismatic, and Visionary Theories*, In M. M Chemers and R. Ayman, *Leadership Theory and Research: Perspectives and Directions* (San Diego: Academic Press, 1993), 82.

¹²Yukl, 9.

accomplishment of a common goal. For the purposes of this research, these two terms shall be used interchangeably.

Northouse identified two common forms of leadership; assigned leadership and emergent leadership. Assigned leadership refers to leadership based on a leader occupying a position. Examples of assigned leadership include team leaders, plant managers, departmental heads, directors, commanders, and administrators. On the other hand, when others perceive a person as the most influential member of a group or organization, regardless of title or position, the person exhibits emergent leadership.¹³ A leader of a mob is an emergent leader because he or she is not appointed but gains leadership based on personality. In most cases, strong communication skills are the building blocks for an emergent leader.

In describing the status of a leader in an organization, Yukl argued that, the distinction between leader and follower roles does not mean that a person cannot perform both roles at the same time. For example, a department manager who is a leader of department employees is also a follower of higher-level managers in the organization.¹⁴ Therefore, there is no permanent status in leadership because a person plays the role of leader to those lower in the hierarchy while at the same time he or she plays role of a follower to those higher in the hierarchy.

Leadership involves influencing others towards commitment to common goals. Yukl asserted, “Leadership occurs only when people are influenced to do what is ethical

¹³Northouse, 5.

¹⁴Yukl, 4.

and beneficial for the organization and themselves.”¹⁵ It is apparent that a leader influences the followers when he or she can demonstrate that the motives are good and the outcome would benefit both the organization and the followers themselves. The followers would normally object to commit themselves to activities that they view as promoting selfish and immoral goals.

Leaders gain influence over their followers by applying the power commensurate to their positions. Northouse argued that there was relationship between power and leadership because both leadership and power are part of the influence process. He noted that people such as commanders, ministers, doctors, coaches, and teachers are examples of individuals who have the potential to influence others by virtue of their positions. He further, contended that leaders such as Adolf Hitler of Germany, Jim Jones of Guyana, and David Koresh of Waco, Texas who used coercive power and restraint to force their followers to engage in extreme behaviors were not models of leaders.¹⁶ People who use coercive power do not qualify in the definitions of leadership outlined above because they advance personal and selfish goals contrary to common group goals. The definition covers only those people who lead with common goals at heart.

To sum up the definitions, leadership is a process of influencing others to commit themselves willingly to the accomplishment of common organizational goals.

¹⁵Ibid.

¹⁶Northouse, 5.

Leadership Theories

Various theorists, scholars, and researchers have conducted studies to come up with theories that help to explain leadership. Wren divided the scientific study of leadership into three periods: the trait period from approximately 1910 to the World War II, the behavior period from the onset of the World War II to the late 1960s and the contemporary period from the late 1960s to the present.¹⁷ On the other hand, Bass contended that several schools of thought prevailed simultaneously since researchers first studied leadership.¹⁸ The author observed that the periods of the studies were not mutually exclusive. Further, he observed that some of the theories had gone through extensive research while other theories were still in their infancy stage. The literature available indicated that there were many schools of thought concerning leadership. However, the researcher selected a few of theories including the Great-Man Theory, Trait Approach, Skills Approach, Leadership Behaviors Approach, Situational Approach, Contingency Theory, Path-Goal Theory, Leader-Member Exchange Theory, and Transformational Leadership Theories.

Great-Man Theory

Bass indicated that during the early studies in leadership, scholars believed that leaders were born different from others. They believed that leaders were born with some supernatural power. That line of thought emphasized the innate qualities, characteristics,

¹⁷J. T. Wren, *The Leader's Companion: Insights on Leadership through the Ages* (New York: The Free Press, 1995), 83.

¹⁸B. M. Bass, *Bass & Stogdill's Handbook of Leadership: Theory, Research and Managerial Applications*, 3rd ed. (New York: The Free Press, 1990), 10.

and personality of a leader. Studies revealed that in every society, they had heroes whom they cherished in their heritage. Scholars believed that great leaders shaped the history of their societies.¹⁹ Bass further noted that many commentators of history had the mentality that without Moses, the Jews would have remained in Egypt, and without Winston Churchill, the British would have given up in 1940. He also observed that those who recognize the great works of leaders like Lee Lacocca, Douglas MacArthur, John F. Kennedy, and Martin Luther King also espouse the great-man theory.²⁰ Such thinking led the people in most societies to leave everything to Mother Nature to raise heroes to lead them. The great-man theory conformed to the traditional view of leadership that born leaders must be outstanding. However, the great-man theory failed to recognize that people could learn to become leaders. It also failed to take into consideration the impact of the situation, the interaction between the leader and the led, and the type of organization.

Trait Approach

The Great-Man theory raised interest among scholars to study and explain the qualities, characteristics, and personalities of the great leaders. The assumption was that leaders had certain universal traits that other people could identify. According to Northouse, Sir Ralph Stogdill was the first theorist to conduct scientific surveys on the relationship of leadership traits.²¹ Stogdill, who until his death was Professor Emeritus of

¹⁹Ibid.

²⁰Ibid., 37.

²¹Northouse, 15-17.

Management Sciences and Psychology at Ohio State University and a famous author of books on leadership and management, conducted two surveys. In the first survey, Stogdill conducted more than 124 trait studies between 1907 and 1947 in which he identified a group of leadership traits related to how individuals in various groups became leaders. His findings discovered several factors that were associated with leadership such as capacity, achievement, responsibility, participation, status, and situation.²²

These findings disproved the hypothesis that leadership was associated with special universal traits. Therefore, Stogdill ended up concluding that an individual does not become a leader solely by virtue of the possession of some combination of certain traits. He argued that while the traits a person possessed were important, they must be relevant to the situation. He further concluded that leadership was an interaction between the leader, the followers, and the goals.²³

Stogdill was disappointed with the results of his first survey. Consequently, he embarked on the second survey between 1948 and 1970 and he published the survey results in 1974. In that survey, Stogdill analyzed 163 leadership studies and he compared them with the first survey; however, he incorporated the situation factor. Stogdill concluded by identifying ten traits and characteristics that successful leaders possess. These ten traits and characteristics were: (1) achievement, (2) persistence, (3) insight,

²²R. M. Stogdill, *Handbook of Leadership: A Survey of Theory and Research* (New York: The Free Press, 1974), 35-65.

²³*Ibid.*

(4) initiative, (5) self-confidence, (6) responsibility, (7) cooperativeness, (8) tolerance, (9) influence, and (10) sociability.²⁴

In a related study, GIBLIN established a four-attribute framework for assessing leadership qualities, which included resourcefulness, astuteness, compatibility, and knowledge. He postulated that people perceived an individual possessing these qualities to be a good leader.²⁵

Researchers have conducted extensive research on traits theory; therefore, the theory gives a lot of confidence to those who advocate its relevance in modern organizations. It helps recruiters develop a checklist of leadership traits desirable in their prospective candidates. Furthermore, it conforms to the normal expectation of most people that leaders are different from other people. Additionally, followers take pride and confidence in their leaders, therefore, they would be motivated and inspired to have leaders who have extraordinary traits. Among the weaknesses of the traits approach, the theory restricts entrance into leadership because traits are fixed and psychological, and as a result, people cannot learn the leadership traits because they are innate.

Skills Approach

Some theorists opted to study leadership by focusing on the skills a leader must possess. While the trait approach emphasizes innate characteristics that are relatively fixed, the skills approach emphasizes the characteristics that a leader could learn and

²⁴Ibid., 73-82.

²⁵P. A. D. Giblin, "That red light was just a suggestion." in *Frontiers of Leadership: An Essential Reader*, eds. M. Syrett, and C. Hogg (London: Cambridge, 1990), 69-72.

develop. Northouse postulated that Robert L. Katz was the first researcher to attempt to transcend the problems with the traits approach by addressing a set of developable skills.²⁶ Katz published his book entitled *Skills of an Effective Administrator*. He identified three basic skills of an administrator: (1) technical skills, (2) human skills, and (3) conceptual skills.²⁷

Katz argued that technical skills imply understanding of, and proficiency in, a specific kind of activities particularly involving methods, processes, procedures, or techniques. He asserted that it was relatively easy to visualize the skills of the surgeon, musician, the accountant, or the engineer when each performed his or her special function.²⁸ Northouse observed that technical skills were most important at the lower levels of management and became less important in middle and upper levels of management. He stated that since technical skills involved “hands on” activities, they were not essential for the leaders in the highest levels such as the chief executive officers, presidents, and senior officers.²⁹ However, leaders in higher levels need to have knowledge of the technical skills in order to appreciate what their subordinates are doing. A leader at the lower level commands confidence of the subordinates if he or she demonstrates superior technical skills. In most cases, a leader at lower level will be

²⁶Ibid., 35.

²⁷R. L. Katz, “The Skills of an Effective Administrator,” *Harvard Business Review* (January-February 1955).

²⁸Ibid.

²⁹Northouse, 36.

required to demonstrate, train, and supervise the subordinates; therefore, it becomes necessary to possess sound technical skills.

Katz affirmed that human skills are the leader's ability to work effectively as a group member and build cooperative effort within the team that he or she leads. While technical skills involve working with things (processes, procedures, etc), human skills involve working with people. A leader who possesses human skills is aware of the usefulness and limitations of attitudes, assumptions, and beliefs from his or her perspective and that of others.³⁰ Human skills are very important to leaders because they help in facilitating interaction with superiors and subordinates. Leaders who lack human interpersonal skills may provide toxic leadership, which is counterproductive to their organizations. Communication is the vital means of displaying human skills; therefore, leaders must possess sound communication skills. Human skills remain very important throughout the lower, middle, and upper levels of an organization. Human skills also apply both vertically and diagonally.

Katz identified conceptual skills as the ability to visualize an organization as a whole. Conceptual skills include recognizing how the various functions of the organization depend on one another and understanding how the changes in any one component of the organization affect the rest of the organization. Conceptual skills help leaders visualize the relationships between organizations, the community, the politics, and the social and economic forces.³¹ A leader applies conceptual skills to solve complex organizational problems, to visualize and shape the future of the organization, to

³⁰Katz.

³¹Ibid.

coordinate internal interactions, and to shape interactions with the environmental factors. For this reason, leaders at the strategic level predominantly utilize conceptual skills to coordinate all parts of the organization effectively.³²

The skills approach to leadership is very important because it demonstrates that leadership is available to everyone. The skills are not innate; therefore, people can learn them. Many organizations invest a huge amount of resources to train their employees in various skills to improve their efficiency and effectiveness. Further, skills have a direct impact on the success of a leader.

Leadership Behaviors Approach

Some scholars prefer to study leadership from the *Leader Behavior Approach*. Northouse and Yukl observed that psychologists began their research using this approach in the 1950s and 1960s based on the findings of the surveys of Stogdill in 1948. Ohio State University, University of Michigan, and Dr. Robert Blake and Dr. Jane Mouton, conducted their respective leadership studies from the leader behavior perspective. These studies developed various models, which explain what leaders do and how they act. Blake and Mouton determined that leadership was composed of essentially two general kinds of behaviors; production behaviors and relationship behaviors.³³

The researchers at Ohio State University compiled a list of 1800 examples of leadership behaviors, and then reduced the list to 150 items that they considered as

³²Yukl, 199.

³³Northouse, 69-70.

³³Yukl, 51.

examples of good leadership functions. The researchers then designed three questionnaires: the Leader Behavior Description Questionnaire (LBDQ), the Supervisory Behavior Description Questionnaire (SBDQ), and the Leader Opinion Questionnaire (LOQ). The analysis of the study indicated that subordinates perceived their supervisors' behaviors in terms of two categories: *consideration* and *initiating structure*. Leaders who possessed consideration behaviors had concern for people and interpersonal relations. They acted in a friendly and supportive manner and showed concern for the needs and feelings of their subordinates. On the other hand, leaders who possessed initiating structure behaviors were primarily concerned with accomplishment of the mission. They defined, structured, and scheduled their own roles and the roles of the subordinates toward attainment of the production goals.³⁴

Yukl observed that the University of Michigan also conducted their leadership behavior research approximately at the same time as the Ohio State research. The University of Michigan research findings differentiated three types of behaviors: the production-oriented behavior, the relations-oriented behavior, and the participative behavior. Leaders who possessed production-oriented behaviors concentrated on production-oriented functions such as planning and scheduling the work, coordinating subordinates' activities, and providing necessary supplies, equipment, and technical assistance. They guided their subordinates in setting performance goals that were high but realistic. These were similar to what the Ohio State leadership research termed initiating structure behaviors.³⁵ The studies showed that leaders who possessed relations-

³⁴Ibid.

³⁵Ibid., 54.

oriented behaviors were supportive and helpful of their subordinates. They showed trust and confidence, acted friendly and considerate, tried to understand subordinate's problems, developed their subordinates and furthered their careers, kept subordinates informed, showed appreciation for subordinates' ideas, and allowed autonomy and recognition of their subordinates' contributions.³⁶ The studies also indicated that leaders who possessed participative behaviors allowed their subordinates to participate in the decision-making process. Their role was primarily to guide and support the decision making process but the leaders took responsibility for the decisions.³⁷

Blake and Mouton conducted their survey on leadership behaviors in the early 1960s and ended up designing a model popularly known as the Managerial Grid. The model explained how leaders help organizations reach their purposes through two factors: concern for production and concern for people. Concern for production demands results, the bottom line up front, performance, profits, and mission. It involves such activities as attention to policy decisions, innovative research and development, process issues, workload, profits, and volume of sales. On the other hand, concern for people refers to how a leader attends to the people in the organization. This includes building organizational commitment and trust, promoting the personal worth of employees, providing good working conditions, maintaining a fair salary structure, and promoting good social relations.³⁸

³⁶Ibid.

³⁷Ibid.

³⁸R. R Blake and J. S. Mouton, *The New Managerial Grid* (Houston, TX: Gulf Publishing Co. 1984).

Blake and Mouton postulated that the managerial grid has concern for people on the y-axis and concern for production on the x-axis. Both axes go from a low of 1 to a high of 9. Leaders whose behaviors map (1,1) are termed *Impoverished Management* leaders. Impoverished management leaders exert or expect minimal effort or concern for both interpersonal relations and production. They are the *laissez-faire* type leaders and they take a hands-off approach to leadership. They require minimum effort from their subordinates just to sustain the daily running of the organization. Those who map on (1,9) are labeled as *Country Club Management* leaders. Country Club Management leaders believe thoughtful attention to the needs of the employees through satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo. They have high concern for interpersonal relationships and low concern for production. Their emphasis is on positive attitudes and feelings of the employees, developing satisfying relationships and work culture and social needs, but pay little attention to organizational results. Those who map (9,1) are termed *Authority-Obedience* leaders. Authority-Obedience leaders believe that efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree. They concentrate almost exclusively on achieving production results and direct less leadership effort on the employees. This result-driven style regards people as tools of production. Those who map (9,9) are labeled as *Team Management* leaders. Team management leaders believe that work accomplishment derives from committed people and that interdependence through a common commitment in the organization purpose leads to relationships of trust and respect. Team management leaders place a strong emphasis on both production and interpersonal relationships. Team management leaders

promote participation and teamwork in the organization and satisfy the basic needs of employees. They achieve high work performance results by leading committed employees who identify themselves with organizational goals. Those who map (5,5) are termed *Middle-of-the-Road* leaders. Middle-of-the-Road leaders try to compromise between concern for the work results and concern for employees. They achieve adequate performance through balancing the necessity to get the mission accomplished and maintaining a satisfactory level of team morale. Finally, those who map (1,9) and (9,1) are termed *Paternalism/Materialism* leaders. In fact, the x-axis and y-axis do not intersect at (1,9) and (9,1) on the map. However, the assumption is that the leader has both high interpersonal concern and high concern for the production. Such leaders act graciously but their aim is high goal accomplishment and are therefore, termed benevolent dictators.³⁹

The leadership behaviors approach is important because it widens the scope of leadership from the leader's personal traits to the leader's behaviors. Therefore, it enables greater awareness to leaders by knowing the impact their behaviors have on the success of their organizations. The behaviors approach to leadership helps leaders determine appropriate behavior, whether to emphasize focusing on the task or focusing on the interpersonal relations, respectively. Some tasks demand task-oriented behaviors while other tasks demand interpersonal behavior. The leaders must be tactful in the choosing their behavior so that they accomplish the task and at the same time maintain a healthy interpersonal relationship.

³⁹Ibid.

Situational Approach

Paul Hersey and Kenneth Blanchard developed the *Situational Leadership Approach* to leadership studies at the Centre for Leadership Studies in the late 1960s. Hersey and Blanchard advocated that a leader must be flexible enough to use different leadership styles depending on the situation. Their Situational Leadership model was based on an interplay among the amount of guidance and direction (task behavior) that a leader gives; the amount of socioemotional support (relational behavior) that a leader provides; and the readiness level that the followers exhibit in performing a specific task, function, or objective.⁴⁰

The situational model emphasizes that task behaviors and relationship behaviors are separate and distinct. As such, the model has four quadrants, with task behaviors on the x-axis and relationship behaviors on y-axis. By plotting task behaviors against relationship behaviors, one determines the required leadership style (S).

The style S1, *Telling/Directing*, represents high task focus and low interpersonal relationship focus. In this leadership style, the leader defines and directs roles and tasks of the subordinates and supervises them closely. The telling/directing style is ideal when the followers lack competences and are unwilling or afraid to perform the task. Therefore, the leader takes a highly guiding, directive, or structuring role, and a low supportive role or a low concern for the relationship. The leader makes and announces

⁴⁰P. Hersey and K. H. Blanchard, *Management of Organizational Behavior: Utilizing Human Resources* (Upper Saddle River, NJ: Prentice Hall, 1984).

decisions without soliciting inputs from the followers, hence the telling and directing style.⁴¹

The style S2, *Selling/Coaching*, represents high task focus and high relationship focus. In this style, both task and relationship behaviors are above average. The leader defines roles and tasks but provides the opportunity for dialogue and for clarification with the followers. Selling/coaching style is appropriate for people who have some competence but lack commitment. The subordinates need a style that is supportive of their motivation and commitment. They also need supervision, direction, and coaching because they are still inexperienced.⁴²

The style S3, *Participating/Supporting*, represents low task focus and high relationship focus. The leader focuses primarily on relationship behaviors in order to influence the followers to accomplish the tasks. He or she maintains a two-way communication and provides supportive behavior with low guidance. He or she encourages and supports initiatives by the followers. The participating/supporting style is ideal for people who have competence but lack commitment or confidence in performing the task on their own. The subordinates need support, empowerment, and encouragement to reinforce their confidence and motivation.⁴³

The style S4, *Delegating*, represents low task focus and low relationship focus. The leader is involved in decision and problem solving, provides support and resources; but encourages autonomy. The subordinates decide when and how the leader should be

⁴¹Ibid., 201.

⁴²Ibid., 202.

⁴³Ibid., 203-204

involved. The delegating leadership style is ideal for people with both high commitment and competence. The subordinates are confident, able, and willing to work by themselves with little supervision and support. As a matter of normal motivation, they need occasional praise and recognition.⁴⁴

Hersey and Blanchard designed second part of the model to diagnose the development of the followers based on their readiness (R). Hersey and Blanchard defined readiness as the extent to which a follower demonstrates the ability and willingness to accomplish a specific task. The followers in R4 have high competence and high commitment. They represent experienced followers at the job and who are comfortable and motivated with their own ability to accomplish it well. These followers may be more skilled than the leader. These follower behaviors correspond to the S4 leadership style.⁴⁵

The followers in R3 have high competence and variable commitment. The followers in this category possess experience and capability but they may lack confidence and commitment to do the job alone, or the motivation to do it well. They need involvement, praise, and support to help them increase their job confidence and commitment. These follower behaviors correspond to the S3 leadership style.⁴⁶

The followers in R2 have some commitment and low competence. The followers in this category have confidence and some relevant skills but they are unable to accomplish a task alone without help. This may also be the case where the task or

⁴⁴Ibid.

⁴⁵Ibid., 205.

⁴⁶Ibid., 203-204.

situation may be new to them. It is important for the leader to be supportive. These follower behaviors correspond to the S2 leadership style.⁴⁷

Finally, the followers in R1 have low competence and low commitment. The followers in the R1 category represent facing a task or the situation that might be new and the followers are not motivated to face the challenge. Therefore, they lack the specific competences required for performing a task and they may lack the confidence or motivation to tackle task. These follower behaviors correspond to the leadership style in S1.⁴⁸

The application of this model is similar in most aspects to the Managerial Grid by Blake and Mouton. Hersey and his colleagues contended that their model has stood the test of time and that it has been a major factor in training and development programs for more than 400 of the Fortune 500 companies such as the Bank of America, Caterpillar, IBM, Mobil Oil, Union 76, and Xerox. It has also been widely accepted in all military services.⁴⁹ Northouse argued that despite its championed strengths, the situational model failed to account for how demographic characteristics influence the leader-subordinate prescriptions that it advanced. Northouse further argued that the model did not fully address the issue of choice of style when leading a group, that is, where to match the individual style to the overall group development level or to that of the individual group members.⁵⁰

⁴⁷Ibid., 202.

⁴⁸Ibid., 201-203.

⁴⁹Ibid., 225.

⁵⁰Northouse, 95-96.

The situational approach recognizes the importance of the behavior of subordinates in influencing the leadership styles of their leaders. Leaders should therefore, exhibit varying styles to the followers depending on the follower's competences and commitment with the task. The leaders might also exhibit different styles to the same person in different situations. The situational approach recognizes that leadership styles and readiness or development levels are situational; a person could be skilled, motivated, and confident for one part of the job, but may be less competent for another part of the job. By applying the appropriate style to suit the follower's readiness levels, the task would be accomplished, relationships would be favorable, and most importantly, the followers' readiness levels would be developed from R1 to R4. This would eventually benefit the organization, the leader, and the follower.

Contingency Theory

Another famous approach to leadership studies is the application of the Contingency Theory, which seeks to explain leadership effectiveness in terms of situational moderator variables. Wren contended that Fred Fiedler's theory was the first and most widely recognized among the many developed contingency theories. The contingency theory is a leader-match theory, which tries to match leaders to appropriate situations. Fiedler stated that for one to understand the performance of leaders, it was essential to understand the situation in which they lead. In contingency theory, Fiedler described leadership styles as either task motivated or relationship motivated. Task

motivated leaders are concerned with accomplishment of tasks, while relationship motivated leaders are concerned with developing close interpersonal relationships.⁵¹

Fiedler asserted that his contingency model defined situational favorability or situational control based on three dimensions. The first dimension was the leader's relationship with the group members in terms of trust, loyalty, confidence, cooperation and support. The second dimension was the degree to which the group task was structured; whether it was clearly described, and whether there was a proven method for doing the job. The third dimension was the backing of the organization to the leader in the form of rules, procedures, and rewards and sanctions that were at his or her disposal. In other words, this dimension describes the degree to which a leader exercises position power.⁵² On this point, Yukl argued that the situation was most favorable for the leader when relations with subordinates were good, the leader had substantial position power, and the task was highly structured. The situation was least favorable when relations with subordinates were poor, the task was unstructured, and position power was low.⁵³

To measure leader styles, Fiedler developed the Least Preferred Coworker (LPC) scale. The LPC scale was measured by asking leaders to think of all the people with whom they had worked, and then describe the coworker with whom they had most difficulty in accomplishing tasks. They were further asked whether they did not like the same person on a personal level. Leaders who gave a very negative rating to the least

⁵¹Ibid., 109.

⁵²F. E. Fiedler, *The Leadership Situation and the Black Box in Contingency Theories*. In M. M. Chemers, and R. Ayman, *Leadership Theory and Research: Perspectives and Directions* (San Diego: Academic Press, Inc., 1993), 3.

⁵³Yukl, 215-216.

preferred coworkers considered the task as very important. Therefore, these leaders were task motivated. On the other hand, leaders who gave the least preferred coworkers a relatively positive rating were more concerned with interpersonal relations than the task; therefore, these leaders were relationship motivated.⁵⁴ In contingency theory, relationship motivated leaders believe that even if a subordinate cannot perform the task satisfactorily but has certain positive personal attributes like honesty, they can still work with him or her. On the other hand, task motivated leaders consider the accomplishment of the task only, regardless of other qualities, which might still contribute to the prosperity of the organization.

The contingency theory is important because it recognizes that leadership depends on the situational factors such as the group, the task, and who has power. Therefore, contingency theory gives latitude to the leaders to be flexible, to apply the style that best suits the available group, task, and power.

Path-Goal Theory

Another well-known approach to leadership studies is the *Path-Goal Theory*, developed by Robert J. House in 1971. House based his theory on Vroom's Expectancy theory of motivation. The Path-Goal theory strives to explain how a leader's style meets the subordinate's motivational needs by choosing the behavior that complements or supplements what is missing in the work setting.⁵⁵ House asserted that according to the path-goal theory, the motivational functions of the leader consist of increasing the

⁵⁴Fiedler, 4.

⁵⁵Northouse, 127-128.

number and kinds of personal payoffs to the subordinate for attaining the goal. The leaders who espouse path-goal theory believe in making the paths to these payoffs easier by clarifying the paths, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction en route.⁵⁶

The theory identified four leader behaviours: directive leadership, participative leadership, supportive leadership, and achievement-oriented leadership. The *directive leader* lets the subordinates know what he or she expects them to do, provides the rules and procedures, outlines schedules to be followed, gives appropriate guidance as to how to accomplish tasks, and clarifies expectations and rewards. The *supportive leader* shows consideration to the needs of the subordinates, displays concern for their welfare, creates a friendly working environment, and treats the subordinates as equals and gives them respect for their status. The *participative leader* shares information, consults with the subordinates, and takes into account their input when making decisions. The *achievement oriented leader* sets challenging goals, expects followers to perform at their highest level possible, seeks continuous improvement, and shows a high degree of confidence that subordinates are capable of establishing and accomplishing challenging goals.⁵⁷

Path-goal theory is helpful in that it seeks to explain how leaders can increase their subordinates' performance and satisfaction whilst accomplishing organizational goals. Leaders must exhibit appropriate behaviors, which will have a direct effect on the source of their motivation. All of the four behaviors can provide motivation to the same

⁵⁶R. J. House, "A Path Goal Theory of Leadership Effectiveness," *Administrative Science Quarterly* 16 no. 3 (1971): 85.

⁵⁷Yukl, 218-219.

people if applied at the relevant situation correctly. For example, some tasks that involve strict adherence to safety demand directive leadership behavior. When a leader wishes to introduce a new marketing strategy, it would be appropriate to adopt participative behaviors.

Leader-Member Exchange Theory

Another approach to leadership studies is the *Leader-Member Exchange* (LMX) theory that was developed by Dansereau, Graen, and Haga in 1975. LMX theory focuses on explaining the dyadic relationship between the leader and the follower. It states that over time, a leader develops a separate exchange relationship with each subordinate based on personal compatibility and the subordinate's competence and dependability. The theory further purports that because of those relationships, leaders treat the individual members differently. The result is the formation of two groups of subordinates: an in-group and an out-group. An in-group consists of a number of trusted subordinates with whom the leader develops a high exchange relationship. This group enjoys such things as assignment to interesting and desirable tasks, delegation of greater responsibility and authority, more sharing of information, greater participation in the decision-making process, tangible rewards, and career progression. In return, the subordinates work harder, are more committed to task objectives, share more administrative duties, and are more committed and loyal to their leader. On the other hand, the out-group includes the subordinates with whom the exchange relationship is

low and their relationship with the leader remains more on the formal defined roles only.⁵⁸

Northouse asserted that the research indicated that when leaders and followers had good exchanges, they felt better, accomplished more, and the organization prospered. The tangible results included low employee turnover, more positive performance evaluations, higher frequency of promotions, greater organizational commitment, more desirable work assignments, more attention and support from the leader, greater participation, better job attitudes, and faster career progression. Therefore, it was important for leaders to create special relationships with all subordinates similar to those in the in-group for the benefit of the organization.⁵⁹

The LMX theory is another milestone in leadership studies because it focuses on the importance of the interactions between leaders and subordinates. It helps those joining groups to create a first impression by demonstrating their loyalty and commitment to the group and the goals of the leader so that the leader and the followers can build trust and respect, which are essential in creating high quality exchange relationships. LMX also helps leaders realize that while it is essential to have an inner circle, they should carefully consider initiatives towards building trust, respect, and commitment with the other subordinates too.

⁵⁸Ibid., 117-118.

⁵⁹Northouse, 151-155.

Transformational Leadership Theories

A new paradigm of leadership studies that has gained widespread attention is the *transformational leadership* approach. James Downton first coined the term transformational leadership in 1973 in his book, *Rebel Leadership: Commitment and charisma in a revolutionary process*.⁶⁰ At that time, the idea gained very little currency. However, it gained influence by the political sociologist, James McGregor Burns when he used it to distinguish between transactional and transformational leadership.⁶¹ Burns asserted that transactional leaders motivated their followers by exchanging rewards for services rendered. For example, leaders offer promotion in exchange for excellent performance by the subordinate. He argued that transformational leadership motivated followers to work for transcendental goals and aroused higher-level needs for self-actualization rather than for immediate self-interest.⁶² Shamir asserted that true transformational leaders raised the level of moral maturity of those they lead and converted them into leaders. They motivated their associates, colleagues, followers, clients, and even their bosses to go beyond their individual self-interests for the good of the group, organization, or society.⁶³ Therefore, transformational leadership goes beyond

⁶⁰J. V. Downton, *Rebel leadership: Commitment and Charisma in a Revolutionary Process* (New York: Free Press 1973).

⁶¹*Ibid.*, 176.

⁶²J. Burns, *Leadership* (New York: Harper and Row, 1978), 3.

⁶³S. B. Meaning, *Self and Motivation in Organizations*, *Organization Studies*, 12, 405-424. In B. J. Avolio and B. M. Bass, *Developing Potential across a Full Range of Leadership* (NJ: Lawrence Erlbaum Associates, Publishers, 2002), 1.

current goals to include a visionary future of the organization, the leader, the followers and other stakeholders.

Bass and Riggio postulated that transformational and transactional leadership were not mutually exclusive. Transactional leadership emphasized the exchange that takes place among leaders, colleagues, and followers concerning tasks, conditions, and rewards. However, transformational leadership raises leadership to the next level by stimulating and inspiring followers to commit to a shared vision and goals for the organization, challenging them to be innovative, and empowering them to develop their own potential. With transformational leadership, leaders develop their followers by coaching, mentoring, and providing challenging tasks and necessary support.⁶⁴

Bass and Riggio described transformational leadership by the application of the *Full Range of Leadership Model*, which incorporated the components of transformational leadership and components of transactional leadership. The components of transformational leadership included *idealized leadership*, *inspirational motivation*, *intellectual stimulation*, and *individual consideration*. In idealized leadership, leaders behave in such a way that they are role models for their followers. Such leaders can be trusted to do the right thing, and demonstrate high standards of ethics and moral conduct. As a result, the followers admire, respect, trust, emulate, and identify with the leaders. In inspirational leadership, leaders motivate and inspire their followers by providing meaningful and challenging tasks. The leaders clearly communicate their expectations that the followers should meet and inspire to be committed to organizational goals and

⁶⁴B. M Bass, and R. E. Riggio, *Transformational Leadership*, 2nd ed. (NJ: Lawrence Erlbaum Associates, Inc, 2006), 3-4.

shared visions. In the intellectual stimulation component, leaders question assumptions, reframe problems, encourage followers to be innovative and creative, and approach old problems with new methods and perspectives. In individualized consideration, leaders treat each individual follower's needs for achievement and growth differently based on their capabilities by acting as coaches, teachers, confidants, facilitators, and mentors.⁶⁵

Components of transactional leadership included *contingent reward*, *management by exception*, and *laissez-faire leadership*. In contingent reward, the leader assigns or gets agreement on what the follower should do, and promises rewards in exchange for satisfactory accomplishment of the assignment. Therefore, the follower is motivated to perform beyond the expectation in order to obtain the reward. Management by exception defines the behavior of a leader who takes corrective measures against deviations from standards, either by active or passive measures. Active measures refer to where a leader actively monitors excesses from the standards as they occur and takes corrective measures immediately. Passive measures are reactive and might include leader waiting for the excesses to occur and the leader takes corrective measures later. Laissez-faire leadership refers to the absence or the avoidance of leadership. Simply put, the leader abdicates responsibility and no transaction takes place.⁶⁶

In addition to Bass's Full Range of Leadership Model, James Kouzes and Barry Posner conducted surveys, which uncovered five fundamental practices that are common to successful leaders. Their findings established that successful leaders model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the

⁶⁵Ibid., 5-7.

⁶⁶Ibid., 7-8.

heart of others. They asserted that these practices were available to everyone who accepted the leadership challenge, in any organization or situation.⁶⁷

Leaders model the way by their consistent and exemplary behaviors, attitudes, and actions, which reflect their pursuit for high standards. They walk the talk. Such leaders earn the respect and trust of others; as a result, people are motivated and committed to following them.⁶⁸

Leaders inspire a shared vision by effectively communicating to others their dreams to make things happen, to change the way things are, and to create new ways of doing things for the common good. They also enable others to visualize the possibilities and benefits that the future holds. Apart from enlisting others to their vision, they also listen and share the dreams of others.⁶⁹

Leaders challenge the process through their willingness to step out into the unknown. They are willing to take risks, innovate and experiment new and better ways of doing things. Their primary contribution is in recognition of good ideas, supporting those good ideas and being willing to challenge the system to get new products, processes, services, and systems adopted. They try new methods by taking one-step at a time and learning from mistakes.⁷⁰

⁶⁷J. M. Kouzes and B. Z. Posner, *The Leadership Challenge*, 3rd ed. (California: John Wiley and Sons, 2003), 13.

⁶⁸*Ibid.*, 14-15.

⁶⁹*Ibid.*, 15-16.

⁷⁰*Ibid.*, 16-17.

Leaders enable others to act by fostering confidence, collaboration and building mutual trust. They create a positive work environment by making others feel strong, capable, and committed. They enable others to work willingly, not through exercising the power that they have. They treat diverse views with respect and dignity.⁷¹

Leaders encourage the heart of others by recognizing the natural tendency in human beings to seek support and recognition. Therefore, they encourage the heart by rewarding accomplishments, giving positive feedback, recognizing contributions, and celebrating accomplishments. These initiatives motivate followers to work harder for the common good.⁷²

Transformational leadership is important in that it transforms the leader, the subordinates, and the organization for mutual benefit. In this theory, a leader is a change agent. He or she should have a vision of where he or she wants the organization to be in the future. He or she should share and inspire that vision to the subordinates so that they collectively agree to or have buy-in of the vision. The style recognizes the dynamism of organizations and challenges the status quo. By adopting the transformational leadership style, organizations stand to be more productive in the contemporary, unpredictable, and competitive environment.

⁷¹Ibid., 18-19.

⁷²Ibid., 19-20.

Kofi Annan's Background

In order to understand Annan's leadership style, it is essential to know his background. This section discusses Annan's upbringing, education background, and professional background before becoming the UN Secretary General.

Kofi Annan was born with a twin sister on 8 April 1938 in Kumasi, Ghana, to an elite family of Mr. and Mrs. Henry Reginald Annan. Henry Annan was one of the few of the beneficiaries of modern education in Ghana. He was a chief among the Fante ethnic group. He was also an elected governor of the Ashanti province. As Kofi grew up, he observed his father perform his duties as a chief. It was customary for a chief to judge, provide leadership, and end disputes among his people. Henry Annan used to bring together both parties of the dispute, listen to their arguments, and provide them opportunity to suggest possible solutions to resolve their disputes. Henry was a respected man and prominent local leaders frequently visited his household to seek advice from him. Such family background helped Kofi gain wisdom from an early age that he would use later in his life. From 1954 to 1957, Kofi went to Mfantshipim Methodist boarding school in central Ghana for his high school education. During this period, Ghana was undergoing radical changes towards gaining independence from British rule. Annan's first notable leadership action was when he led the student body in a successful hunger strike for better food from the school cafeteria. He organized the student leadership into a successful negotiation with the school administration for improved dining hall conditions.⁷³

⁷³R. A. Koestler-Grack, *Modern Peacemakers: Kofi Annan Guiding the United Nations* (New York: Chelsea House Publishers, 2007), 6-7.

In 1958, after successful completion of his high school education, Kofi enrolled at the University of Science and Technology in Kumasi. In the second year, Kofi served as the vice president of Ghana national students union. That position brought him to a conference of African student leaders in Sierra Leone. At that conference, Kofi met a talent scout from the Ford Foundation. Founded in 1936 with donations from automakers Henry and Edsel Ford, that charity organization promoted peace efforts, human welfare, and environmental protection. At that time, the foundation held a Foreign Students Leadership Project, in which students could win a scholarship to study in the United States. Kofi's eloquence and commanding leadership impressed the scout, and he won the scholarship to study at Macalester College in St. Paul, Minnesota in the United States, where he received a Bachelor of Arts degree in Economics in 1961. From 1961 to 1962, Annan pursued post-graduate studies in International Affairs at the Institut Universitaires des Hautes Etudes Internationales in Geneva, Switzerland.⁷⁴

Annan's career in the UN began in 1962, when he joined the World Health Organization (WHO) as an Administrative and Budget Officer in Geneva. After three years with the WHO, he was promoted to serve at the Economic Commission for Africa in Addis Ababa, Ethiopia. In 1974, he served at the UN Emergency Force in Ismailia, Egypt, as Chief Personnel Officer for civilians. In November 1974, Annan resigned from the UN and returned to Ghana to contribute directly in the development of his country. He became the director of Ghana Tourist Development Company. However, due to the

⁷³S. Meisler, *Kofi Annan: A Man of Peace in a World of Peace* (NJ: John Wiley and Sons Inc, 2007), 18.

⁷⁴Koestler-Grack, 19-20.

political instability in Ghana at that time, Annan returned to the UN in 1976 to serve under the United Nations High Commissioner for Refugees in Geneva. From 1987 to 1990, Annan served as the Assistant Secretary General for human resources management and as the coordinator of the UN system. During that period, he had an opportunity of coming on the international spotlight. Annan served as the Assistant Secretary General for programme planning, budgets and finance from 1990 to 1992. In January 1991, the UN Secretary General tasked Annan to facilitate the repatriation of more than 900 international staff and foreign nationals detained as hostages in Iraq and Kuwait during the Kuwait invasion by Iraq on 2 August 1990. Annan's successful diplomatic mission to negotiate with the former Iraq president, Saddam Hussein for the release of the hostages was an extraordinary victory for the UN. On his part, Annan earned international recognition, which paid dividends in the later years. From 1992 to 1993, Annan served as the Assistant Secretary General for peacekeeping operations and received promotion to become the Under-Secretary-General for peacekeeping operations from 1993 to 1995. During this time, he was the supervisor of about 70,000 military and civilian personnel deployed in UN operations around the world. It was during that period that the world severely criticized him for his failure to respond rapidly to stop the escalation of genocide in Rwanda in 1994, which claimed lives of about 800,000 Tutsis. From 1995 to 1996, Annan served as the Special Representative of the UN Secretary General to former Yugoslavia.⁷⁵ On 13 December 1996, the Security Council unanimously voted Annan to

⁷⁵Ibid., 29-40.

⁷⁵Kofi Annan Foundation, *About Annan*, <http://kofiannanfoundation.org/kofi-annan> (accessed 3 May 2009).

replace Boutros Ghali and four days later, the General Assembly confirmed his appointment as the new Secretary General of the UN. The UN Secretary-General's selection was subject to the veto of any of the five permanent members of the Security Council. Annan's strong diplomatic and leadership style enabled him to rise through the ranks to the highest position in the UN under the rigorous selection process.⁷⁶

Meisler postulated that Kofi Annan was the seventh Secretary General in the UN's first fifty-two years, the first black African Secretary General, and the first to rise from the ranks of the UN's secretariat.⁷⁷ Annan served under the leadership of four of his predecessors: U Thant of Burma, Kurt Waldheim of Austria, Javier Perez de Cuellar of Peru, and Boutros Boutros-Ghali of Egypt. It was likely that at the time of becoming the UN Secretary General, Annan understood the requirements of his job.⁷⁸

UN Structure

The UN is the world's largest organization dealing with diverse global challenges in the quest to make the world a better place. This section discusses the UN's historical background, the main organs and their roles, and the current global challenges.

Towards the end of the Second World War, it became apparent that the League of Nations, which was formed in 1918 to keep world peace, had failed because it had no military power of its own. Consequently, on 24 October 1945, the UN was formed to replace the League of Nations, when a majority of the original 51 member countries had

⁷⁶J. Traub, *The Best Intentions: Kofi Annan and the UN in the Era of American World Power* (New York: Farrar, Straus and Giroux Publishers, 2007), 75.

⁷⁷Meisler, 147.

⁷⁸*Ibid.*

ratified the UN Charter.⁷⁹ The purpose of the UN was to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity, and the well-being of all people. The UN challenged the members to consider global interests above their individual national interests when addressing international problems. Currently, UN membership has grown to 192 member countries and the UN members meet in the General Assembly like a world parliament, in which each member has one vote. The UN has six major organs: (1) the General Assembly, (2) the Security Council, (3) the Economic and Social Council, (4) the International Court of Justice, (5) the Trusteeship Council, and (6) the Secretariat.⁸⁰ The Secretary General is the chief administrative officer of the UN.

The General Assembly is the main deliberative organ of the UN. The General Assembly comprises of all the 192 members of the UN. Each member state has one vote in the Assembly. A two-thirds majority passes crucial decisions such as decisions on peace and security, admission of new members, and budgetary matters. A simple majority is required on routine decisions. The Assembly appoints the Secretary General after receiving recommendations from the Security Council. Further, all the work of the UN year-round derives from the mandates of this organ.⁸¹ The Secretary General coordinates the activities of the General Assembly. He or she prepares reform proposals,

⁷⁹K. A. Mingst and M. P. Karns. *The United Nations in the 21st Century*, 3rd ed. (Colorado: Westview Press, 2007), 20-22.

⁸⁰United Nations, *The United Nations: An Introduction for Students*, <http://cyberschoolbus.un.org/unintro/unintro3.htm> (accessed 4 May 2009).

⁸¹United Nations, *General Assembly of the United Nations*, <http://www.un.org/ga/> (accessed 4 May 2009).

budgets and annual reports for submission to the General Assembly. He also attends the sessions of the General Assembly.⁸²

The Economic and Social Council is the principal organ to discuss and coordinate international economic, social, and related work of the fourteen UN specialized agencies, functional commissions, and five regional commissions. The General Assembly elects the 54 members of the Council for overlapping three-year terms. Membership is allotted based on geographical representation with fourteen council members allocated to African States, eleven members to Asian States, six members to Eastern European States, ten members to Latin American and Caribbean States, and thirteen members to Western European and other States. The Council has the power to conduct studies on these issues and make recommendations to the General Assembly. Economic and Social Council has the power to assist in the preparations and organization of major international conferences in the economic, social, and other related fields and to facilitate a coordinated follow-up to these conferences.⁸³

The Security Council is the principal organ entrusted with the maintenance of international peace and security under the UN Charter. The Council is composed of five permanent members: China, France, Russia, the United Kingdom, and the United States. The General Assembly elects the ten non-permanent members for two-year terms and they are not eligible for immediate re-election. The Council also recommends to the General Assembly the appointment of the Secretary General. Under the Charter, all

⁸²Meisler, 36.

⁸³United Nations, *United Nations Economic and Social Council*, <http://www.un.org/ecosoc/about/> (accessed 4 May 2009).

members of the UN agree to accept and carry out the decisions of the Council. This organ is peculiar in that while other organs of the UN make recommendations to members, the Security Council alone has the power to take decisions which member states are obligated under the Charter to carry out. The Secretary General attends the sessions of the council. Articles 99 of the Charter authorizes the Secretary General to “bring to the attention of the Security Council any matter which in his opinion may threaten the maintenance of international peace and security.”⁸⁴

The International Court of Justice is the principal judicial organ of the UN. Of the six principal organs of the UN, it is the only one not located in New York, the International Court of Justice located at The Hague in the Netherlands. Its role is to settle legal disputes between member states and give advisory opinions to the UN and its specialized agencies. The Court is composed of fifteen judges, who are elected for terms of office of nine years by the General Assembly and the Security Council.⁸⁵

The UN Charter established the Trusteeship Council in 1945 to provide international supervision for the 11 Trust Territories placed by the League of Nations to be under the administration of the 7 Member States, who ensured the Trust Territories took adequate steps to prepare for self-government and independence. At the end of the Second World War, the territories became part of the UN's trusteeship system in three ways. First, the territories that were still administered by a nation under a League of Nations mandate during the formation of the UN. Second, the territories detached from

⁸⁴United Nations, *UN Security Council*, <http://www.un.org/Docs/sc/index.html> (accessed 4 May 2009).

⁸⁵United Nations, *International Court of Justice*, <http://www.icj-cij.org/court/index.php?p1=1> (accessed 5 May 2009).

the states belonging to the Axis forces during the Second World War. Third, the territories voluntarily placed under the system by states responsible for their administration. The last remaining territory to gain independence was Palau on 1 October 1994. Consequently, the Council suspended operations on 1 November 1994. However, by a resolution adopted on 25 May 1994, it amended its rules of procedure to drop the obligation to meet annually and agreed to meet as occasion required.⁸⁶

The Secretariat carries out the day-to-day administration of the programmes and policies laid down by the other principal organs of the UN. The Secretary General is the head of the Secretariat. As at 30 June 2009, the Secretariat had approximately 40,000 international staff members deployed around the world. The staff members specialize in various disciplines required in the UN agencies. The tasks of the Secretariat include administering peacekeeping operations, surveying economic and social trends, preparing studies on human rights and sustainable development, and mediating international disputes. Secretariat staffs also inform the world's communications media about the work of the UN; organize international conferences on issues of worldwide concern; and interpret speeches and translate documents into the Organization's official languages.⁸⁷

Under the UN Charter, the Secretary General is the chief administrative officer of the UN. The General Assembly appoints the Secretary General for a five-year term on recommendations of the Security Council. The selection of the Secretary General is subject to the veto of any of the five permanent members of the Security Council. The

⁸⁶United Nations, *Trusteeship Council*, <http://www.un.org/en/mainbodies/trusteeship/> (accessed 5 May 2009).

⁸⁷United Nations, *Secretariat*, <http://www.un.org/en/mainbodies/secretariat/> (accessed 6 November 2009).

Secretary General performs the functions entrusted to him or her by the principal organs of the UN. Article 99 of the Charter authorizes the Secretary General to "bring to the attention of the Security Council any matter which in his opinion may threaten the maintenance of international peace and security". It is the duty of the Secretary General to promote unity among the member states and to align them towards values of the UN. The daily routine of the Secretary General includes attendance at sessions of UN organs. He or she also consults with world leaders and stakeholders on issues of international concerns. He or she travels worldwide to gain situational understanding of the world events as well as to represent the UN symbolically to poor and troubled regions. Additionally, the Secretary General is the spokesperson of the UN and he or she issues executive statements, and conducts press conferences and briefings on behalf of the UN. The UN gives the Secretary General latitude to define priorities including reforms within the circumstances existing during the tenure.⁸⁸ Due to the latitude for the Secretary General to select priorities suitable to the prevailing global environment during the tenure of office, Annan's reforms programs were also peculiar from those of his predecessors.

The Secretary General is the head of the Secretariat, which comprises the international staff who are experts in various fields. The Secretary General's personal staffs are the members of the Senior Management Group (SMG), which comprises of senior managers who act as the cabinet and the central policy planning body of the UN. The Secretary General is the chair of the SMG. The SMG ensures strategic cohesion and direction of all UN activities. It coordinates its objectives, efforts, and resources to avoid

⁸⁸United Nations, *Office of the Secretary General*, <http://www.un.org/sg/sgrole.shtml> (accessed 6 November 2009).

duplications.⁸⁹ Apart from the SMG, the Deputy Secretary General assists the Secretary General. The Deputy Secretary General ensures efficient operation of the Secretariat and acts on behalf of the Secretary-General at UN Headquarters in the absence of the Secretary-General. He or she represents the Secretary-General at conferences, official functions, and ceremonies.⁹⁰

Today, the UN faces various global challenges. The UN Charter calls for a system that would promote human rights, economic progress, individual health, and world peace – the last, most importantly, coming from nations standing firm on principle and joining together to deal with threats before they become ruinous.⁹¹ Annan observed that in the 21st Century the UN would deal with economic and social threats, including poverty and deadly infectious disease; inter-state conflict and rivalry; internal violence, including civil war, state collapse and genocide; nuclear, radiological, chemical and biological weapons; terrorism; and transnational organized crime.⁹²

The Sub-Saharan Africa

For a proper appreciation of the Sub-Saharan Africa agenda, it is important to explore the background of this particular region. This section introduces the Sub-Saharan

⁸⁹United Nations, *Senior Management Group*, <http://www.un.org/sg/management.shtml> (accessed 6 November 2009).

⁹⁰United Nations, *Deputy Secretaries General*, <http://www.un.org/sg/deputysg.shtml> (accessed 6 November 2009).

⁹¹Mingst and Karns, 1-2.

⁹²K. Annan, *Courage to Fulfill our Responsibilities* (United Nations, 2 December 2004), <http://www.un.org/secureworld/oped.html> (accessed 29 June 2009).

Africa with respect to the geographic location, the historical highlights, and the notable agenda items affecting the region.

Sub-Saharan Africa refers to the region of Africa comprising 47 countries, which lies on the south of the Sahara desert. The countries of this region, like the rest of Africa, share the common history of misery and exploitation through the slave trade and colonization. These two social evils shaped the destiny of the peoples of this region.⁹³

Historians, Robert Collins and James Burns, postulated that slavery was an institution with ancient roots in every society. Collins and Burns observed that slavery dehumanized, psychologically terrorized, sexually exploited, and treated as beast of burden its victims. The demand for slaves during the trans-continental slave trade with the Europeans on the west and with the Arabs on the east increased the incidence of slavery in Africa. In the process, it promoted tribal wars to produce slaves for sale to the coasts. The brutality that accompanied the capture, sale, service, and transportation of slaves contributed to the tribal animosity that exists today. Apart from human losses, slavery led to the devastation of societies and destruction of early African civilization.⁹⁴ Consequently, Africa lagged behind while other continents achieved civilization because its human capital became a commodity of trade. The African people became commodities for trade and subsequently tools of production in other continents.

During the first 400 years of their contact with sub-Saharan Africa, the Europeans confined their trade in slaves, ivory, and gold to a handful of scattered trading stations

⁹³Koestler-Grack.

⁹⁴R. Collins and J. Burns, *A History of Sub-Saharan Africa* (New York: Cambridge University Press, 2007).

along the coasts. The Europeans perceived Africa as a dark continent with no hope. However, during the eighteenth century Enlightenment period, which among other things forcefully affirmed the universal equality of all men of whatever race or color, the campaign to abolish the slave trade took the center stage. The paradigm of Enlightenment forced the Europeans to diversify into legitimate commerce. At the same time, the Industrial Revolution taking place in several European nations required a high demand for raw materials from Africa. The Enlightenment coupled with the Industrial Revolution fostered a growing curiosity about the peoples and geography of Africa. The result was that the nineteenth century became a heroic age of exploration and discovery of Africa. The major concerns at that time were acquisition of raw materials and converting Africans to Christianity.⁹⁵

The positive reports by the explorers about the prospects for natural resources in Africa led to European competition over the African continent in the early 1870s. The climax was the Berlin West African Conference in 1884-1885, which convened to settle the political partitioning of Africa. Collins and Burns affirmed that the African colonies were demarcated on the map by specific geographic features without due consideration for ethnicity. Some Africans found themselves grouped together with ethnic groups with whom they had nothing in common. Other homogeneous ethnic groups found themselves divided between two or three alien rulers. On their part, the colonial rulers agreed to govern their colonies like European states. The colonial rule was based on indirect rule, assimilation, and ideas of paternalism. For example, the British used indirect rule, which assumed that Europeans and Africans had separate capabilities and destinies. In this

⁹⁵Ibid.

system, the native chiefs took part in governing the colonies and applied both the colonial masters' laws and their traditional laws depending on the circumstances. Indirect rule also helped confirm the authority, legitimacy, and prestige of the traditional rulers. On the other hand, the French adopted the rule of assimilation, which anticipated that French culture could be accepted by all peoples regardless of ethnicity; thereby rendering the French culture superior and preferable to the diverse African cultures. The French administrators maintained complete control of the administration of their colonies with very little participation of the chiefs. The Belgians adopted paternalism, which assumed that if Africans were assured of a standard of living above subsistence, they would not bother to seek political participation. Consequently, they limited education to literacy, vocation training, and spiritual sustenance while systematically prohibiting post-secondary school education. As late as 1955, the Belgians did not intend to include Africans in the political process. On their part, the Arabs continued to regard their race as superior and to treat Africans as slaves despite the global abolition of slavery.⁹⁶

Thus, colonialism was far better than the slave trade despite the transformation of the social and political order. Colonial rule brought peace, security, order, education, health, and better communication where the slave trade left scars of confusion and fear of tribal wars and slave warlords. The aspects of sophisticated European industrialization improved the quality of life in Africa. However, those territories dominated by the Arabs continued to live in the miserable life of slavery.

Collins and Burns asserted that many historians argue that colonialism brought capital and investment into the African continent and built infrastructure, which proved

⁹⁶Ibid.

beneficial to the people of Africa. However, the violent expropriation of the natural resources imposed hardships on the African subjects.⁹⁷ The colonial administrators violently forced the natives to work in their plantations and mines at very low rates. They also forced the African men to join their armies to fight in European wars in which they did not have any interest.

Most of the colonies annexed after 1885 were independent less than eighty years later. Ghana was the first colony in Sub-Saharan Africa to gain independence in 1957. However, colonialism produced a massive disruption of African societies and left a legacy of strong, centralized, and authoritarian governments as a replica of the colonial administration. Additionally, Africa leaders were not prepared to run their governments because they lacked exposure at high levels of government. They failed from the onset to bring unity among themselves in addition to their incapacity to apply sound economic policies to bring sustainable development. Due to poor administration, internal conflicts erupted immediately after the departure of the colonialists. Another challenge was that most economies depended on agriculture; with persistent drought, they could not sustain their economies. That resulted into dependence on the west for assistance, which had in turn allowed neo-colonialism to flourish.⁹⁸ For example, in the Malawi army the highest rank for natives at independence in 1964 was Sergeant Major. It was apparent that taking over an army was a nightmare; therefore, there were accelerated formatting courses and promotions to meet the command ranks. Similar situations prevailed in most African colonies. The effects of assimilation, paternalism, and racist styles of administration are

⁹⁷Ibid.

⁹⁸Ibid.

comprehensible even today as it can be witnessed from the perennial internal instability and wars in most French and Arabic speaking countries in Africa.

The Sub-Saharan Africa like the rest of Africa suffered the effects of the Cold War. During the Cold War, the super-powers fuelled deadly conflicts in some African countries by backing the opposing sides of the conflicts. Either side of the Cold War dumped large quantities of arms in African conflict zones to sustain the wars. Additionally, the competing super-powers supported and sustained the oppressive and dictatorial regimes to further their interests at the expense of the Africans. When the Cold War ended, the super-powers pulled out of the conflicts leaving behind Africans fighting each other. Additionally, the regimes that remained in power continued to oppress their citizens. However, the wind of change to democratic rule brought awareness of the various freedoms that the regimes denied their subjects. As a result, violent conflicts erupted to oust oppressive and dictatorial regimes and replace them with leaders who could promote accountability and transparency, reduce corruption, adhere to the rule of law, and promote human rights.⁹⁹ Most countries in the Sub-Saharan Africa are still struggling to recover from the side effects of the Cold War.

The Sub-Saharan Africa Agenda

Today, the Sub-Saharan Africa remains under-developed and mired by poor governance, poverty, conflicts, hunger, low life expectancy, and illiteracy among others.

⁹⁹United Nations, *Report of the Secretary-General on the work of the Organization: The Causes of Conflict and the Promotion of Durable Peace and Sustainable Development in Africa*, <http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/UNRO%20S1998%20318.pdf> (accessed 28 June 2009).

In recognition of these challenges, on 15 March 1996, UN development agencies in partnership with the Bretton Woods institutions launched the Special Initiative in a broad-ranging program designed to provide renewed impetus to African development over the period of 10 years from 1996 to 2005. Subsequently, on 2 July 1996, the former UN Secretary-General Boutros Boutros-Ghali chaired informal consultations in Geneva with donor governments on the implementation of the UN System-wide Special Initiative on Africa. He expressly stated that all participants decided to pay particular attention to Sub-Saharan Africa. The Initiative focused on five main project clusters aimed at providing a basis for genuine sustainable development across the African continent. The five areas were education, health, food security, water, and governance. Other components of the Special Initiative were information technology for development, assistance to the informal sector and employment generation to combat poverty, and trade access. The total cost of implementing the Initiative was estimated at \$25 billion over the period of 10 years. The World Bank agreed to lead the resource mobilization drive for the Initiative.¹⁰⁰ When Kofi Annan assumed office of the Secretary General in 1997, these agenda items were still in the infancy stage and Annan was supposed to implement them.

The Peace and Security Crises in the Sub-Saharan Africa

At the time of Annan's selection to become the Secretary General the Sub-Saharan Africa experienced several peace and security crises for the UN to resolve. In

¹⁰⁰ Africa Policy E-Journal, *Africa: UN Special Initiative: Secretary-General Chairs Informal Consultations on Implementation of United Nations System-Wide Special Initiative on Africa* (DEV/2115 3 July 1996), <http://www.africaaction.org/docs96/ar9607.htm> (accessed 12 May 2009).

order to examine Annan's leadership style in resolving peace and security concerns, this study explored the Bakassi Peninsula Crisis, the Lockerbie Bombing Crisis, and the Darfur Crisis.

The Bakassi Peninsula Crisis

Nigeria and Cameroon had a long-standing border dispute along the oil-rich Bakassi Peninsula. The border is about 1600 kilometers extending from Lake Chad to the Gulf of Guinea. The dispute dated as far as 1913; however, the hostilities over the border erupted in the 1990s.¹⁰¹ The UN had been trying to resolve the dispute peacefully, but there was little success. In 1994, Cameroon presented the matter to the International Court of Justice for their determination of the dispute. When Annan became the Secretary General, he took special interest in following the progress on the borders dispute and he suspected that the parties could not respect the court's judgment.¹⁰²

The Lockerbie Bombing Crisis

On 21 December 1988, Pan Am Flight 103, carrying 243 passengers and 16 crewmembers, left Heathrow airport in London heading for New York, but unfortunately the plane exploded over Lockerbie, Scotland, killing all 259 people on board as well as 11 people on the ground. Despite the fact that many of the passengers were from different nationalities, 189 were United States nationals. For that reason, the United States

¹⁰¹K. J. Kille, *From Manager to Visionary. The Secretary General of the United Nations* (New York: Palgrave Macmillan, 2006), 203.

¹⁰²United Nations, *Bakassi Peninsula: Recourse to the Law to Prevent Conflict*, <http://www.un.org/events/tenstories/06/story.asp?storyID=900> (accessed 12 August 2009).

committed itself to finding the perpetrators of the explosion.¹⁰³ Upon investigation of the T-shirt and the detonation timer found among the wreckage of the plane, the investigators concluded that two Libyan suspects, Abdelbaset Ali Mohamed al-Megrahi and Al Amin Khalifa Fhimah, made the bombs that caused the explosion of the plane. Eventually, the United Kingdom and the United States presented their case to the Security Council for Libya to extradite the two suspects for trial in either the United States or the United Kingdom. However, Libya refused to cooperate claiming that there was a lack of neutrality on the venue of the trial. As a result, the Security Council declared air and arms sanctions on Libya. The matter stalled for many years before it could be resolved.¹⁰⁴ Annan played an active role for the UN in influencing Libya to hand over the suspects of the Lockerbie bombing of 1988.

The Darfur Crisis

Darfur is a region situated to the west of Sudan and it is approximately the size of France. The region's population is composed of two major ethnic groups, which are indistinguishable to foreigners because they look alike. One group comprises the black Arabs whose occupation is nomadic herding and the other group comprises black Africans whose occupation is subsistence farming. Due to desertification, natural disasters, and scarcity of resources, for centuries the two groups have been fighting for

¹⁰³J. Rosenberg, "1988-Pan Am Flight 103 Is Bombed Over Lockerbie," (About.com: 20th Century History), <http://history1900s.about.com/od/1980s/a/flight103.htm> (accessed 17 September 2009).

¹⁰⁴Ibid.

water and arable land.¹⁰⁵ To complicate the situation, the Government of Sudan had neglected and marginalized the black Africans. The unfair distribution of power and resources led to resentment by the black Africans against the government.¹⁰⁶

The crisis in Darfur erupted into major skirmishes when Annan was in his second term as the Secretary General of the UN. In early 2003, the black Africans formed the Sudan Liberation Army as an armed wing of the Sudan Liberation Movement to fight for equality in socio-economic development, self-determination, and power sharing. On 25 April 2003, the Sudan Liberation Army joined with the Justice and Equality Movement, another rebel group formed in 1994, and attacked and captured El Fasher airport, in the capital of Darfur and destroyed the military aircraft and helicopter gunships on the ground.¹⁰⁷ In response, the government recruited and armed the black Arabs, referred to as the Janjaweed meaning, "a man with a horse and a gun", to attack and burn down the villages belonging to the black Africans.¹⁰⁸ In their joint operations, the Sudanese government planes bombed the villages while the Janjaweed torched the houses and pursued those who fled. The conflict was clearly an ethnic cleansing, which developed into full-blown genocide. The initial UN reports estimated about 3,000 unarmed civilians were killed, 600,000 people internally displaced, and 75,000 refugees fled to Chad.¹⁰⁹ The

¹⁰⁵Traub, 237.

¹⁰⁶*Ibid.*

¹⁰⁷Global Security. *Darfur Liberation Front, Sudan Liberation Movement (SLM), Sudan Liberation Army (SLA), Justice and Equality Movement (JEM)*, <http://www.globalsecurity.org/military/world/para/darfur.htm> (accessed 13 August 2009).

¹⁰⁸*Ibid.*

¹⁰⁹*Ibid.*

Darfur crisis reminded Annan of the 1994 genocide in Rwanda and had to influence the UN to resolve the crisis in order to avoid genocide.

Summary

This chapter discussed various definitions of leadership and established that leadership involves an interaction between the organization, the common goals, the influence, the leader, and the subordinates or followers. Leadership was defined as a process of influencing others to be willingly committed to the accomplishment of common organizational goals. This definition covered all the five components of leadership, which include the organization, the common goals, the influence, the leader, and the subordinates or followers.

The chapter further discussed the various approaches to leadership and found that there was an evolution in these approaches. The great-man theory, which contended that leaders are men and women born different from others, influenced scholars to research more on the subject of leadership. The trait approach emphasized the importance of special innate qualities, characteristics, and personalities that great leaders possess. The skills approach identified that leaders should possess a mix of conceptual skills, human skills, and technical skills depending on their positions in an organization. The leadership behaviors approach discussed task-oriented behaviors and relations-oriented behaviors that distinguish leaders. The situational approach discussed how a leader should diagnose the followers' development level in a task and adopt a style that would be relevant to the particular level. The contingency theory identified the impact of the interplay of situational factors such as the leader-member relations, the task structure, and the leader's position power. The path-goal theory suggested that a leader would motivate the

followers by identifying the goal then directing, supporting, and involving them towards attainment of that goal. The leader-member exchange theory stressed that leaders enhance performance in organizations by developing special individual-based relationships with the followers. The transformational leadership theory asserted that effective leaders are change agents who inspire their followers by creating clear shared visions for their organizations, modeling the way, encouraging initiative, challenging the status quo, encouraging collaboration, and giving due recognition to the followers' contributions.

Finally, the chapter discussed Annan's background, the UN structure and challenges, and the background to the Sub-Saharan Africa agenda. Chapter 3 will discuss the research methodology used in this study.

CHAPTER 3

RESEARCH METHODOLOGY

General

The primary purpose of this study was to examine whether Kofi Annan's leadership style as the UN Secretary General had an impact on the implementation and success of the Sub-Saharan Africa agenda between 1997 and 2006. This chapter describes the research methodology used in the study. It explains the reasons for choosing for the qualitative research methods approach, the data collection techniques, and the process of data analysis used to answer the secondary questions and eventually answer the primary question. The following were the secondary research questions:

1. What unique leadership style did Kofi Annan bring to the UN as a Secretary General?
 - a. What was Annan's family background?
 - b. What was Annan's education background?
 - c. What was Annan's professional background?
2. What challenges did he encounter as Secretary General of the UN?
 - a. What was his relationship with permanent members of the UN Security Council?
 - b. What was his relationship with the members of the General Assembly of the UN?
 - c. What was his relationship with the Secretariat?
3. What Sub-Saharan Africa agenda items existed during his tenure?

a. How did Kofi Annan implement the Sub-Saharan Africa agenda items while he was the UN Secretary General?

b. What are the successes attributable to his leadership style in implementing the agenda between 1997 and 2006?

Methodology

Researchers divide research methods into two main approaches: quantitative research methods and qualitative research methods. Creswell defined quantitative research as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true.¹¹⁰ On the other hand, Creswell defined qualitative research as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.¹¹¹ Denzin and Lincoln defined qualitative research as “a multi-method in-focus, involving an interpretive, naturalistic approach to its subject matter.”¹¹² Denzin and Lincoln observed that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people

¹¹⁰J. W. Creswell, *Research Design: Qualitative and Quantitative Approach* (California: Sage Publications, Inc., 1994).

¹¹¹*Ibid.*

¹¹²N. K Denzin and Y. S. Lincoln, *Handbook of Qualitative Research* (California: Sage Publications, Inc., 1994).

bring to them.¹¹³ In quantitative research studies, researchers manipulate the variables to obtain quantifiable results and draw generalizable interpretations. In qualitative research studies, researchers conduct the studies in the natural settings without manipulating the subjects under study. Researchers of qualitative research primarily focus on understanding how people interpret their life experiences. They emphasize discovering, understanding, and interpreting the pattern of the words, actions, and records of the subjects.

Both the quantitative and the qualitative research approaches have strengths and weaknesses. Patton argued that the advantage of a quantitative approach was that it was possible to measure the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data.¹¹⁴ Therefore, the quantitative research approach provides a strong basis for generalization of the findings. Patton observed that by contrast, qualitative methods typically produce a wealth of detailed information about a much smaller number of people and cases.¹¹⁵ Therefore, a qualitative research approach increases understanding of the cases and situations studied but reduce generalizability.¹¹⁶ Bogdan and Biklen asserted that the strengths of qualitative research included obtaining a more realistic feel of the natural world that the numerical data and statistical analysis could not explain; flexibility of data collection, analysis, and

¹¹³Ibid.

¹¹⁴M. Q. Patton, *Qualitative evaluation and research methods*, 2nd ed. (California: Sage Publications, 1990), 14.

¹¹⁵Ibid.

¹¹⁶Ibid.

interpretation; and the holistic view of the phenomena under investigation.¹¹⁷ The main potential weakness of qualitative research studies is the reliance on the researcher's observations, which are susceptible to personal bias. Therefore, the results from qualitative research may lack objectivity if the researcher is not careful to mitigate this weakness by applying quality control methods. Kidder stated that four tests guide researchers in establishing quality control.¹¹⁸ The first test was construct validity, which involved establishing the correct operational measures for the concepts in the study. The second test was internal validity, which involved establishing whether the evidence of a study supported the existence of a casual relationship, whereby certain conditions lead to other conditions. The third test was external validity, which involved establishing the domain to which a study's findings could be generalized beyond the immediate study. The fourth and last was the reliability of the test, which involved establishing the consistency of the operations of the study in producing the same results when the study was repeated.¹¹⁹ Having considered the quantitative research methods approach and qualitative research methods approach, the researcher opted to adopt the qualitative research methods approach. The qualitative approach was convenient because little information has been written on the research question.

¹¹⁷R. Bogdan, and S. K. Biklen, *Qualitative Research for Education* (Boston: Allyn and Bacon, Inc., 1982).

¹¹⁸L. H. Kidder, *Research Methods in Social Relations* (New York: Holt, Rinehart and Winston, 1981), 7-8.

¹¹⁹*Ibid.*

Data Collection

Researchers may employ various data collection methods in qualitative research studies. Marshall and Rossman affirmed that most researchers might choose such methods as participant observation in the setting under investigation, direct observation, in-depth interviews, and analyzing documents and material culture.¹²⁰ As a participant observer, the researcher takes considerable time to understand the in depth cultural setting of the participants. The essence of participant observation is the interaction between the researcher and the participants as he or she takes an active role in the study while observing and recording the patterns of behavior. Researchers who apply qualitative research approach conduct direct observation by primarily observing and recording the activities of the participants in their natural setting without taking an active role and by not alerting participants that they are under observation.¹²¹ Data collection by conducting interviews can be made through a formal or informal approach. Depending on the interviewer's choice or situation, the interviewer might administer structured or unstructured interview questions. Researchers also normally conduct their studies by reviewing documented accounts of actual events in the forms of audio and visual materials, books, news clips, organizational records, maps and charts, and journals.

For the purposes of this study, the researcher collected the data through the analysis of various documents. This method was suitable for the study because of time constraints. Additionally, the Combined Arms Research Library provided enough

¹²⁰C. Marshall and G. B. Rossman, *Designing Qualitative Research* (California: Sage Publications Inc, 2006).

¹²¹*Ibid.*

literature for the study. The library also facilitated inter-library book loans with other libraries that possessed the books that were required for the research. Therefore, the research relied on analyzing assorted documents published on leadership theories, the UN, the Sub-Saharan Africa agenda items, and Kofi Annan. Visiting credible websites helped fill the gaps that existed in the published materials. UN sites helped to access information on the organization's activities and reports that were difficult to access in print form. Annan's speeches during summits and trips were also beneficial to the study. Access to UN printed reports and resolutions from the UN libraries required rigorous protocols, which the researcher could not fulfill within the constraints. However, the websites provided much of the needed data with ease of convenience. News clips from renowned online newspapers and correspondents were important sources of live interviews with Annan, his associates and other commentators. The study examined four case studies: (1) the Millennium Development Goals (MDGs); (2) the Bakassi Peninsula crisis; (3) the Lockerbie Bombing crisis, and (4) the Darfur crisis.

The author was mindful of the pitfalls of over-reliance on documents. He was cognizant that the documents contained information intended for some specific purposes and audiences other than those of this research. Therefore, he endeavored to bring contents of the documents into the context of the study. Consequently, examining multiple items from multiple sources helped to develop convergent lines of inquiry. Proper citation of the sources in a manner that another researcher could conduct the same study and arrive at the same findings and conclusions helped achieve reliability of this research.

Analysis

This phase involved sorting, collating, examining, comparing and contrasting, and identifying patterns, relationships, and meanings from the relevant data relating to Annan's leadership style in order to answer the secondary research questions. The analysis centered on categorizing Annan's leadership style in various contexts and using the theories of leadership as reviewed in chapter 2 as the evaluation criteria for interpretation. These theories included the Great-Man theory, the Traits Approach, the Skills Approach, the Leadership Behaviors Approach, the Situational Approach, the Contingency Theory, the Path-Goal Theory, the Leader-Member Exchange Theory, and the Transformational Leadership Theories. The other criterion was to compare the status of affairs at the time Annan became the Secretary General and the time Annan left office. In all cases, the aim was to distinguish between causal relationships and spurious relationships. This meant that it was important to establish whether Annan's leadership style and not any other factors led to the success in the implementation of the Sub-Saharan Africa Agenda. It was necessary to identify causal relationships because in the natural setting various factors come into play and these additional factors could have some effects on Annan's leadership style.

Summary

This chapter discussed the qualitative research methodology used in the study. In particular, the researcher defined and distinguished between quantitative and qualitative research approaches. The researcher also established a justification for selecting the qualitative research methodology, the data collection techniques, and the process of data

analysis in attempting to answer the secondary questions in this study. Chapter 4 will discuss the data presentation and analysis.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

General

Chapter 3 discussed data collection techniques and the process of data analysis applied in this study. This chapter presents and analyzes the research findings on the impact of Kofi Annan's leadership style on the success of the Sub-Saharan Africa agenda. In order to establish Annan's success, the chapter discusses the findings on the following items:

1. Annan's relationship with members of the UN Security Council.
2. Annan's relationship with the members of the General Assembly.
3. Annan's relationship with the Secretariat.
4. Annan's reform programs.
5. How Annan implemented the Sub-Saharan Africa agenda items.
6. The successes attributable to Annan's leadership style in implementing the agenda between 1997 and 2006.

Annan's Relationship with the Security Council

The Secretary General is the chief administrative officer of the UN. He or she has high interaction with all the principal organs of the UN. This section discusses Annan's relationship with the Security Council.

The Security Council is the principal organ entrusted with the maintenance of international peace and security under the UN Charter. The Council has the authority to act on behalf of all the members of the UN. Further, the Council has significant input in the election of the Secretary General. It has the powers of nominating the Secretary General to the General Assembly for confirmation. The appointment of the Secretary General is very political in that the selection is subject to veto by any of the Council members. During Annan's selection, five candidates emerged for consideration, including Boutros Ghali who sought re-election for a second term. Initially, France vetoed Annan's nomination; however, other members persuaded the French representative to support the resolution recommending Annan for the post.¹²² It was apparent that Annan realized that members of the Security Council played a significant role in his selection, especially since his predecessor desired to be re-elected for a second term. Therefore, he had to balance his relationships between the Security Council members and the General Assembly members.

Annan had served in different portfolios since joining the UN; therefore, he acquainted himself with the intricacies of the organization. Before assuming his new position, he had been able to follow the politics involved in the Security Council. Among other things, his duty as the Secretary General was to ensure that a positive environment existed in the Security Council for the success of the organization.

Annan worked in close consultation with the Security Council. Annan was fully acquainted with the operations of the Security Council and often participated in confidential matters among the five permanent members of the Security Council. In the

¹²²Mingst and Karns, 25 and 36.

process, he encouraged the members to build consensus and to avoid unnecessary deadlocks and vetoes that usually paralyzed the UN's ability to address breaches of peace. He insisted on the importance of focusing on the cooperative possibilities and to draw together different views to achieve common goals. He also stressed the need of using the UN's multilateral diplomacy provided under the organization's framework. However, in his dealings with the Security Council, Annan accorded preferential treatment to the five permanent members, which caused frustrations and disappointment among the rotating members. He held monthly lunch meetings and other private meetings with the permanent members. When the rotating members queried his behavior, Annan reminded them that there were times when it was imperative to give special priority to the major powers.¹²³

Article 99 of the UN Charter authorizes the Secretary General "to bring to the attention of the Security Council any matter which in his opinion may threaten the maintenance of international peace and security."¹²⁴ A typical example of Annan's interaction with the members of the Security Council was his contribution towards the attempt to resolve the Gulf crisis in 1998 in compliance with Article 99. When the Iraq regime refused to allow UN nuclear weapons inspectors access to presidential sites and palaces, the Security Council had two options: to negotiate with Saddam Hussein to allow inspectors or to use military action. By that time, American and British warships were already deploying to the Persian Gulf for offensive action on Iraq. The Council reached a deadlock with America and Britain on one side pressing for military action, France and

¹²³Kille, 184.

¹²⁴Mingst and Karns, 36.

Russia pressing for a diplomatic solution, and China was in the middle. Annan had the *sacred duty* of bringing the two camps to a common ground. He strongly argued that the Council should exhaust all diplomatic efforts and that military action against Iraq should be the last resort. Annan held separate consultations with the individual members of the Security Council, Iraqi officials, and other foreign ministers for possible solutions to the standoff. He argued the need for him to travel to Baghdad to negotiate with the Iraq president on the matter. When he was comfortable that his idea had the support of the council, he travelled to Baghdad to convince Saddam to accept inspectors in order to avoid war. Both camps agreed to Annan's trip. However, America and Britain privately insisted to give him special talking notes. During the negotiations with the Iraq president, Annan tactfully delivered the American-British ultimatum and the impending military action in the event that Saddam did not comply with the Council's demands. At the end of the negotiations, Annan successfully secured a memorandum of understanding with Saddam allowing inspectors access to the presidential sites and palaces.¹²⁵ Annan preferred to negotiate with Saddam as an equal partner. He resisted the demands by some Council members that the Iraqis should be forced to surrender unconditionally. He aimed at reaching a solution that all parties could accept.

In interacting with the Security Council, Annan adopted a participative leadership behavior approach postulated by Michigan University. The participative leadership behavior approach states that leaders who possess participative behaviors allow their

¹²⁵Traub, 83-95.

¹²⁵Meisler, 153-168.

subordinates to participate in the decision-making process.¹²⁶ The role of participative leaders is primarily to guide and support the decision-making process, but they take responsibility for the decisions. Annan involved the members of the Security Council in the decision-making process. He presented the problems to the Council for diagnosis and development of possible solutions. He recognized that by the participation of the Council members, the quality of the decision would be high, the decisions could have better acceptance and ownership, and any fears and suspicions could be cleared. For example, in the Gulf crisis, Annan drew ideas from various stakeholders, which helped the Council make a decision that all parties accepted and supported. To demonstrate his commitment, Annan finally undertook the responsibility of proceeding to Iraq to negotiate with Saddam to allow the nuclear weapons inspectors to have access to the presidential site and palaces. This was the second time for Annan to travel to Baghdad to negotiate with Iraqi leadership. His first mission was in 1991 when he successfully negotiated the release of more than 900 international staff and foreign nationals held hostage during the Iraq invasion of Kuwait.

Annan also applied the Leader-Member Exchange (LMX) leadership style developed by Dansereau, Graen, and Haga. The LMX leadership style states that leaders develop different exchange relationships with individual members based on the members' dependability and competence.¹²⁷ As a result, members belong to either in-groups or out-groups. An in-group comprises a number of trusted members with whom the leader has high quality exchange relationship. Members in the in-group receive more

¹²⁶Yukl, 51.

¹²⁷Ibid., 117-118.

responsibilities, information, and rewards. In return, they perform tasks beyond the formal job description, are more committed, and are more loyal to the leader. An out-group consists of members with whom the leader has low exchange relationships. The exchange relationship with this group is based on formal prescribed organizational channels and roles. Members in the out-group enjoy the standard privileges outlined in the formal contract.¹²⁸ With respect to the Security Council, the five permanent members of the Council were in Annan's in-group and the permanent Council members received preferential treatment while rotating members who were in the out-group received low interaction. Annan realized that the five permanent members were the power hub of the Security Council; therefore, they deserved special treatment. He hosted special meetings and lunches for the permanent five in order to strengthen his relationships with them. That initiative helped to gain easy acceptance of his visions by the permanent five. While the rotating members expressed dissatisfaction, Annan could explain to them the reasons for his behavior. It was important for Annan to maintain special exchange relationships with the permanent members because there was some information that could only be accessed by the permanent five.

Annan's Relationship with the General Assembly

As a Secretary General, Annan was the chief administrative officer of the UN who provided leadership to the Secretariat and at the same time, he coordinated the activities of the General Assembly. The General Assembly is the main deliberative body of the UN where all member countries are represented based on a one-state/one vote

¹²⁸Ibid.

formula.¹²⁹ This section discusses Annan's relation with the members of the General Assembly.

Annan kept himself well informed regarding global issues.¹³⁰ His position demanded that he persuade the member-states to support his ideas and provide him with the basis for the future of the organization. Consequently, he traveled extensively throughout the world to build relationships with world leaders. By May 1997, Annan had spent a third of his time out of the UN headquarters to build connections globally. He carefully developed both formal and informal relationships. He realized that it was important to rely on teamwork within the UN and consultations with the regional groups and national delegations.¹³¹ Annan developed positive relationships with leaders and stakeholders from both developed countries and developing countries, which were important in the implementation of the UN agenda. He understood the importance of selling himself to the world leaders at an early stage because he knew that people willingly accept and support ideas from the leaders whom they like. In so doing, he continued to adopt the participative leadership behavior put forward by the researchers at Michigan University. More especially, he consolidated his power through his interaction and consultation with the various world leaders and stakeholders on global challenges. He shared his vision with them and solicited their views. Annan required support from the world leaders for implementation of the reform programs. His participative leadership

¹²⁹Mingst and Karns, 30.

¹³⁰Kille, 183 and 192.

¹³¹Ibid.

style created a positive environment in the General Assembly, which in turn fostered undemanding buy-in within his agenda.

Annan's Relationship with the Secretariat

Apart from interacting with the members of the Security Council and the General Assembly, Annan was responsible for the leadership of the Secretariat. Specifically, he was directly responsible for the operations of the Secretariat, which prepares budgets for submission to the General Assembly, prepares annual reports for the General Assembly, and oversees studies conducted for other main UN bodies.¹³² This section discusses Annan's relationship the Secretariat.

Annan was skilful in appointing a good number of associates whom he considered competent, committed, motivated, and experienced into key positions.¹³³ Annan's long service in the UN enabled him to know most officers who could help him realize his dreams. However, when faced with resistance over his choices, he did not consistently back his appointees. Annan trusted his lieutenants and allowed them full control of their operations without close supervision. He delighted in seeing his subordinates take credit for their achievements. Further, he did not consider any threat to his position when his subordinates shined in his presence. For that reason, his critics faulted him for giving too much leeway to his subordinates. The critics claimed that Annan's leadership style was the major contributing factor for many scandals by the UN staff. They further alleged that

¹³²Meisler, 36.

¹³³Ibid., 70.

Annan failed to discipline his close associates implicated in the various scandals.¹³⁴ By carefully appointing his associates into key positions, Annan exhibited the LMX leadership style coined by Dansereau, Graen, and Haga.¹³⁵ Under the LMX leadership style, the associates formed his trusted in-group, with whom he had high quality exchange relationships. His long time relationships with his associates prior to his appointment to the Secretary General helped him develop confidence in his associates. He aimed at having a pool of staff whose work styles were consistent to his. Consequently, he could assign and task them without the necessity for close supervision or double-checking. He allowed them much freedom to make decisions without referring back to him. In return, his associates were more committed and loyal to him and the organization. However, the pitfall of applying the LMX leadership style was that when his associates were involved in scandals, Annan did not believe that the reports of misconduct were true. Therefore, he was reluctant to discipline his associates because he considered his relationships as very important. The reputation of the UN deteriorated because of the misconduct of the few staff that Annan failed to discipline.

The allegations of corruption and mismanagement of the Oil-for-Food program by some UN staff and his son Kojo Annan vindicated Annan's critics about his reluctance to fire his subordinates due to their close personal relationships.¹³⁶ The Oil-for-Food program allowed Iraq to sell oil under the UN supervision following the sanctions imposed by the Security Council on Iraq in the aftermath of the Gulf War in 1991. Under

¹³⁴Ibid.

¹³⁵Yukl, 117-118.

¹³⁶Kille, 179.

the Oil-for-Food program, Iraq was to use the proceeds to purchase food, medicines, and other humanitarian supplies for the civilian population. The program helped to counteract the impact of the sanctions on that country, along with contributing to a fund for war reparations and supporting the nuclear weapon inspections. The allegations of corruption and mismanagement by UN officials and some contractors surfaced in 2004. The Al Mada, an Iraqi daily newspaper, published an article on 25 January 2004 disclosing a list of UN staff and contractors who benefited from the illegal transactions in the program.¹³⁷ The allegations were that there was a conflict of interest in the awarding of various contracts under the program. Annan's critics accused him of responding slowly to the allegations since he stressed the need for an investigatory process to be carried out before analyzing the results and implementing appropriate disciplinary measures. Annan's critics perceived him of tolerating faults and protecting his associates who had been involved in the scandals that tarnished the image of the whole UN.¹³⁸ Therefore, while the LMX leadership style helped Annan achieve efficiency in the operations of the Secretariat, it had some negative impact when he failed to discipline his associates implicated in malpractices. In the process, the reputation of the UN suffered because of the little individual misconduct.

Annan established greater connections with the staff and bolstered their morale with his team-oriented approach and using inclusiveness in his leadership style. He knew by name almost everyone in the UN headquarters, regardless of position, from

¹³⁷Ibid.

¹³⁸Ibid.

ambassadors to security personnel.¹³⁹ He was compassionate to the needs of his staff. He ensured that everyone who presented a problem to him left his office satisfied. He also encouraged his staff to balance their lives between work, social, and family responsibilities. At times, he would visit the UN offices in the evening to check for workaholic staff members and he would advise the offenders to leave the office and join their families.¹⁴⁰ By paying much attention to the personal relationships with his subordinates, Annan applied the *country club management* leadership style addressed by Blake and Mouton. In country club management leadership, the leader pays more attention to the needs of the employees through satisfying relationships, which leads to a comfortable friendly organization atmosphere and work tempo.¹⁴¹ Under this leadership style, the leader has high concern for interpersonal relationships and low concern for production. The leader's emphasis is on positive attitudes and feelings of the employees, thereby developing satisfying relationships, positive work culture, and nurturing social needs, but paying little attention to organizational results. Annan knew that maintaining a personal touch with his staff boosted their morale as well as increased the trust and commitment to himself and the organization. His emphasis on a balanced life was an effective way of demonstrating that he was concerned with the welfare of his staff, especially preventing stress and burnout, which reduces efficiency and effectiveness.¹⁴²

¹³⁹Ibid., 179-181.

¹⁴⁰Meisler, 148.

¹⁴¹Northouse, 73-74.

¹⁴²Ibid.

Annan believed in delegating authority to his subordinates. During the first month in office, he ended the extreme centralization of power and information.¹⁴³ He delegated authority to those who needed the authority to perform their job well. He implemented his reforms gradually and pursued further delegation from senior officials down to the managerial ranks in order to ensure a smooth transition and understanding of his approach throughout the structure.¹⁴⁴ By so doing, Annan exhibited the delegating leadership style within the *Situational Leadership* approach developed by Paul Hersey and Kenneth Blanchard. In the delegating leadership style, the leader presents low task input and low relationship focus. The leader is involved in the decision-making and problem-solving process, provides support and resources; but encourages autonomy.¹⁴⁵ On the other hand, the subordinates decide when and how the leader should be involved.¹⁴⁶ The delegating style was ideal because Annan had carefully selected his staff based on their competence and commitment. Therefore, he had the confidence that they would accomplish their assignments without Annan to double-check them. By applying the delegating leadership style, he created more time for himself to concentrate on other crucial matters.

Annan's conceptualization of the UN organizational culture stressed coordination and collegiality to build a communication culture within the Secretariat. Unlike his predecessor, Annan removed the decision-making burden on single individuals, including

¹⁴³Kille, 178.

¹⁴⁴Ibid.

¹⁴⁵Northouse, 93-94.

¹⁴⁶Ibid.

himself, and instead designed a cabinet-style support system along with promoting an administration that was open and welcomed input.¹⁴⁷ Annan consulted widely within the UN and outside in making important decisions.¹⁴⁸ Annan could not announce decisions outright until he synthesized all the advice. He had the final authority in decisions and his staff knew that he had excellent decision-making skills. That was evident in most cases when he ignored advice from colleagues and it usually turned out that he was right.¹⁴⁹ Annan encouraged information sharing and coordination between various missions and departments. He also held weekly meetings with members from field missions through teleconferencing.¹⁵⁰ In this respect, Annan continued to adopt the participative behavior leadership approach postulated by the leaders at Michigan University. With the participative leadership behavior approach, the leader involves the subordinates in the decision-making process, but the leader has the final authority on making the decisions.¹⁵¹ Annan exploited the benefits of involving his subordinates in the decision-making process. He trusted their competence and therefore, had confidence in their input because he had worked a long time with most of his staff and developed close relationships with them. By adopting the participative leadership style, Annan obtained diverse views and ideas from his staff, which provided many options to solving the problems at hand. Further, his participative leadership enhanced acceptance, ownership,

¹⁴⁷Kille, 179-181.

¹⁴⁸Traub, 256 and 260.

¹⁴⁹Ibid.

¹⁵⁰Kille, 185.

¹⁵¹Yukl, 51.

and commitment of the staff to the decisions Annan made. The participative leadership style later facilitated the smooth development and implementation of the reform programs.

Annan's Reform Programs

Annan was a Secretary General who had risen from the ranks; therefore, throughout the various positions that he held he was able to visualize the reform programs the UN required. At the time of his appointment to Secretary General, he immediately maximized the advantages of his vast experience in the operations of the UN. This section discusses the reform programs that Annan introduced.

Within few months of taking office in 1997, Annan announced the first phase of his reform programs. His vision was to revitalize the UN's image and recover overdue UN membership fees by the United States. He proposed the reforms by eliminating 1000 jobs from the Secretariat, cutting administrative costs from 38 percent to 25 percent of the budget, and overhauling the Department of Public Information, which had a poor communication strategy.¹⁵² It was necessary for the new Secretary General to introduce measures to reduce the deficits that the UN experienced at that time. By cutting the staff in the secretariat, the finances saved through the reform programs could fund other projects. Changing the face of the organization could also have led to more confidence and commitment by the member states and the stakeholders.

Another institutional reform program was consolidating the many overlapping programs with the aim of improving efficiency and accountability. The consolidation

¹⁵²Koestler-Grack, 70-71.

involved merging three related departments into one Department of Economic and Social Affairs. He integrated the Office of the High Commissioner for Human Rights and the Centre for Human Rights into a new department called the High Commissioner for Human Rights.¹⁵³ In order to strengthen inter-agency coordination and resource mobilization for humanitarian assistance, Annan replaced the Department of Humanitarian Affairs with the office of Emergency Relief Coordinator. He also introduced the “one flag” UN visibility, which strengthened the role of the Resident Coordinator as the leader of the UN country team. This reform encouraged all UN agencies present at country level to use one common premises called the “UN house”, while under one flag and share the services. The “one flag” reform fostered unity of purpose and collaboration while reducing duplication of effort between the agencies.¹⁵⁴

Annan promoted the use of modern information and communication technology in the UN. By 30 June 1997, the UN connected all permanent missions in New York to the intranet and internet. The intranet services simplified and enhanced internal communication and administration. The UN web site enabled the UN to post vast information for the member states, non-governmental organizations, and the public. The modernized system enhanced efficiency in internal as well as external communication.¹⁵⁵ In promoting modernization, Annan applied the transformational leadership style, which postulates that transformational leaders stimulate the intellectual capacity of their staff

¹⁵³R. Bagudu, *Judging Annan* (Bloomington: Author House, 2007), 152-153.

¹⁵⁴United Nations. *Renewing the United Nations: A Programme for Reform*, <http://www.undp.se/assets/Ovriga-publikationer/Renewing-the-United-Nations.pdf> (accessed 11 August 2009).

¹⁵⁵*Ibid.*

towards innovation.¹⁵⁶ Modernization encouraged research and development in the UN, thereby challenging the intellectual capacity of the employees. It was important for the UN to upgrade continuously its operations in line with the modern technologies, which improved the quality of output as well as work life.

In order to promote efficiency within the UN, Annan created an SMG and an Executive Committees in the areas of peace and security, economic and social affairs, development cooperation, and humanitarian affairs. The new structure enhanced sharing of information and coordination of various functions of the organization. Consequently, the departments reduced duplication and improved oversight. He also added the post of Deputy Secretary General to ensure efficient running of the Secretariat. The Deputy Secretary General would from time to time represent the Secretary-General at conferences, official functions, ceremonies, and occasions decided by the Secretary-General. Additionally, when the Secretary General was away from the headquarters, the Deputy Secretary General acted on his behalf.¹⁵⁷ By carrying out these reforms, Annan was able to persuade and convince the United States to pay back its arrear membership fees, which it had periodically withheld from the UN since the 1980s, demanding that the organization institute various reforms before receiving the balance.¹⁵⁸

In restructuring the UN hierarchy, Annan exhibited the transformational leadership style, which postulates that transformational leaders enable others to act by

¹⁵⁶Bass, and Riggio, 3-4.

¹⁵⁷Ibid.

¹⁵⁸Koestler-Grack, 71.

¹⁵⁸Traub, 147.

creating positive environment by encouraging teamwork and collaboration.¹⁵⁹ By applying the transformational leadership style, he enabled others to perform their duties with more confidence, collaboration, and mutual trust. The restructuring of the UN promoted capacity building, higher levels of commitment to the organization, motivation, and cooperation among themselves. Typically, the introduction of the SMG and Executive Committees was one way of developing structures to foster participation of senior members of staff in the decision-making process. By involving several senior members of staff in the decision-making, Annan, as the Secretary General, and the UN as an organization, benefited from the contributions from diverse expertise in the staff. The transformational leadership style ensured high quality decisions, which reinforced confidence into the member countries.

The creation of the office of Deputy Secretary General exhibited that Annan considered the delegating leadership style important in promoting effectiveness and efficiency of the UN. With the introduction of the office of Deputy Secretary General, the Secretary General was relieved of some of his duties and he was able to concentrate on weightier issues. The creation of the office of Deputy Secretary General was one way of indicating that Annan had interest in involving, empowering, and enriching his subordinates.

At the dawn of the new millennium, Annan introduced major pro-poor reforms. Annan inspired world leaders to agree on his vision for the new millennium. The UN Millennium Summit of September 2000 adopted eight Millennium Development Goals (MDGs). Annan reiterated his desire for a world with less poverty, hunger, and disease;

¹⁵⁹Northouse, 189.

greater survival prospects for mothers and their infants; better-educated children; equal opportunities for women; and a healthier environment. The eight MDGs were:

Goal 1: Eradication of extreme poverty and hunger. The goal aimed at halving the proportion of people living on less than one dollar a day and those suffering from hunger. The goal also targeted achieving full and productive employment and decent work for all, including women and young people.

Goal 2: Achieve universal primary education. The goal aimed at ensuring that boys and girls complete primary school education.

Goal 3: Promote gender equality and empower women. The goal aimed at eliminating gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015.

Goal 4: Reduce child mortality. The goal aimed at reducing two-thirds the mortality rate among children under the age of five.

Goal 5: Improve maternal health. The goal aimed at reducing the ratio of women dying in childbirth by three-quarters. The focus was also on achieving universal access to reproductive health services.

Goal 6: Combat HIV/AIDS, malaria, and other diseases. The goal aimed at halting and beginning to reverse the spread of HIV/AIDS infections by increasing the access to prevention services and information. The goal further targeted reducing the incidence of malaria and other major diseases.

Goal 7: Ensure environmental sustainability. The goal aimed at integrating the principles of sustainable development into individual country policies and programs. The goal further intended to reverse the loss of environmental resources. It also targeted

reducing by half the proportion of people without access to safe drinking water and basic sanitation.

Goal 8: Develop a Global Partnership for Development. The goal aimed at developing further an open trading and financing system that included a commitment to good governance, development, and poverty reduction, both nationally and internationally. The goal addressed the special needs of the least developed, land locked, and small-island developing states. Additionally, the goal dealt comprehensively with the debt problems of developing countries.¹⁶⁰

In efforts to support the MDGs, Annan solicited partnerships with the business community and with generous contributors such as Ted Turner and Bill Gates. In late 2005, the French National Assembly graciously passed a bill introducing a levy on airline tickets issued locally to raise additional resources to support the health sector in developing countries towards the attainment of the MDGs starting July 2006. In his welcome statement, Annan urged other countries to emulate France's example.¹⁶¹ With this example, Annan demonstrated the qualities of a transformational leader. Traditionally, the UN depends on the contributions from its member countries to fund its various programs. In this situation, Annan applied a transformational leader style by challenging the status quo and engaging the business community to help fund the MDGs. The response of the business community and the French National Assembly was evidence that Annan's pro-poor reform programs had inspired them such that they

¹⁶⁰Mingst and Karns, 158-159.

¹⁶¹Ibid., 254.

committed themselves to providing their generous assistance toward the achievement of the programs.

Annan spent his first months as the UN Secretary General visiting world leaders and stakeholders to inspire them, share his vision of the UN, and obtaining feedback and input to perfect his visions before implementation.¹⁶² He made compelling cases for the need for change by questioning and challenging the status quo. In the end, the UN member countries, stakeholders, and staff willingly supported Annan's reform programs because he had already garnered their positive support and commitment. In some cases, the reform programs yielded renewed commitment of the member countries. For example, the United States paid up its fees in arrears, which it had been withholding for a long time because the United States was satisfied with the UN reforms. Such renewed commitment by the member countries helped the UN accomplish its agenda with one unified voice.

In carrying out the various reforms such as the MDGs, Annan was a change agent for the UN. Accordingly, he applied the transformational leadership style. In transformational leadership, the leaders develop a vision for the organization and the leaders garner commitment of the followers, colleagues, superiors, and stakeholders toward a shared vision.¹⁶³ The transformational leaders challenge the traditional way of doing things and encourage continuous learning and innovation. They also empower others to higher levels of performance.¹⁶⁴ Through the various reform programs, Annan

¹⁶²Kille, 183 and 192.

¹⁶³Kouzes and Posner, 8-12.

¹⁶⁴Ibid.

led to the transformation of the structure and culture in the UN by envisioning the tangible benefits that could follow from the implementation of his proposed reforms.

How Annan Implemented the Sub-Saharan Africa Agenda Items

Annan was a Secretary General from the third world, and from the Sub-Saharan Africa to be specific. However, he spent almost his entire adult life in the developed world starting from his university education to his employment with the UN. It was apparent that the people of the developed world mostly influenced his philosophy. Annan believed that the developed nations have a moral obligation to assist the developing nations. However, his views were quite different from those of the radical leaders and activists from the developing countries, who claimed that the developed countries have exploited the resources and labor of the developing countries. While radical leaders and activists advocated overturning the world order, Annan advocated a humane distribution of resources to reach the poor in the developing countries.¹⁶⁵ In his Millennium report of April 2000 titled, “We the People: The Role of the United Nations in the 21st Century,” Annan emphasized the need for the equitable distribution of the benefits of globalization to all and that the UN should play the role of a global referee.¹⁶⁶ The report highlighted that very few developing nations could transform their economies without assistance from the developed countries. It also openly blamed the leaders of the developing countries for adopting poor policies, which led to their underdevelopment. It specifically singled the Sub-Saharan Africa region for the rampant corruption, winner-take-it all

¹⁶⁵Traub, 162.

¹⁶⁶Ibid., 165-166.

political culture, and economic mismanagement as the source of underdevelopment.¹⁶⁷

Annan adopted a fair view of the world, without any intention of favoring his region. He advocated fair distribution of resources regardless of his region of origin. The following sections discuss how Annan implemented the Sub-Saharan Africa agenda. In particular, they discuss Annan's leadership style in promoting peace and security in the region by using three case studies: the Bakassi Peninsula Crisis, the Lockerbie Bombing Crisis, and the Darfur Crisis.

Annan's Leadership Style and the Bakassi Peninsula Crisis

When Annan became the Secretary General, he had interest in resolving the Bakassi Peninsula crisis. He suspected that the parties could not respect the court's judgment. In 2002, he met with the leaders of the two countries, President Paul Biya of Cameroon and President Olusegun Obasanjo of Nigeria, and Annan urged both presidents to accept the impending ruling of the court. Subsequently, the court ruled in favor of Cameroon. Nigeria refused to accept the ruling and pulled out of the agreement, which resulted in increased conflict between the two countries. Annan was deeply concerned with Nigeria's position and immediately summoned the two leaders for further negotiations. In their negotiations, the two leaders agreed that the Secretary-General should convene a Cameroon-Nigeria Mixed Commission chaired by the Secretary-General's Special Representative for West Africa as a way forward.¹⁶⁸ By December

¹⁶⁷Ibid.

¹⁶⁸United Nations, *Bakassi Peninsula: Recourse to the Law to Prevent Conflict*, <http://www.un.org/events/tenstories/06/story.asp?storyID=900> (accessed 12 August 2009).

2003, Nigeria commenced the withdrawal of its civilian administration, military and police forces, and transfers of authority from Lake Chad to Cameroon. The withdrawal and transfer of authority from the Land Boundary and the Bakassi Peninsula followed thereafter. At the same time, the two countries embarked on various political, security, and economic negotiations.¹⁶⁹ In resolving the Bakassi Peninsula crisis, Annan adopted the participative leadership style. He dedicated himself to meeting the leaders of the two countries to gain their perspectives and accorded them the opportunity to take an active part in decision-making process. Annan's participative leadership style allowed the two parties to make suggestions that could suit their countries' interests and commit themselves accordingly. The parties eventually reached a lasting solution because they took part in the creation of the agreement. Therefore, Annan's participative leadership style was the most suitable in solving the Bakassi Peninsula crisis.

Annan's Leadership Style and the Lockerbie Bombing Crisis

Annan played an active role for the UN in influencing Libya to hand over the suspects of the Lockerbie bombing of 1988. When Annan assumed the office of the UN Secretary General, he determined to attempt to resolve the tension between the parties. On 6 December 1998, he personally travelled to Libya to meet the Libyan leader, Muammar Gaddafi, and negotiated a peaceful solution. The initial meeting did not yield immediate results. Gaddafi could not make an immediate decision because Libyan system of government did not authorize him to commit his country on foreign affairs. Accordingly, Gaddafi was neither the head of state nor the head of government nor the

¹⁶⁹Ibid.

foreign minister, therefore, the final authority rested in the hands of the Libyan Congress. However, Annan kept pressing Libya to cooperate. He consulted widely with prominent world leaders such as the Crown Prince Abdullah of Saudi Arabia and President Nelson Mandela of South Africa. Eventually, the successive attempts at extraditing the terrorists enabled Annan to influence Libya to hand over the suspects to face trial at the International Criminal Court in The Hague in the Netherlands on 5 April 1999. On 31 January 2001, the court found Megrahi guilty of murder and sentenced him to life imprisonment, while the court acquitted Fhimah.¹⁷⁰

In attempting to resolve the Lockerbie bombing crisis, Annan once again adopted the participative leadership style, whereby he engaged all parties to the crisis to contribute possible solutions to resolving the crisis. He also exhibited the consultative leadership style, which helped him gather a wide range of support, ideas, and opinions from the various world leaders.¹⁷¹ Finally, Libya had no option but to succumb to the pressure because Gaddafi and the Libyan Congress understood the importance of complying with the conditions for easing the sanctions. On their part, the United States and United Kingdom also compromised on the change of venue of the trial in the interest of maintaining neutrality as demanded by Libya. Effectively, the crisis was resolved after Annan facilitated a compromise for the parties.

¹⁷⁰Kille, 203.

¹⁷⁰Bagudu, 170-71.

¹⁷¹Ibid.

Annan's Leadership Style and the Darfur Crisis

For Annan, the Darfur crisis was another testing moment in his career, which reminded him of the Rwanda genocide in 1994 when he was the Under-Secretary-General for peacekeeping. Annan recalled that in 1994, most of the members of the Security Council had their embassies in Kigali and the UN received current intelligence from their missions about the impending genocide and its systematic execution, but the international community looked away blaming the UN leadership for a failure to act. Annan knew that in the Darfur crisis, the situation would end up the same as in Rwanda and he knew whole world looked forward to his reaction. Traub observed that Annan was also aware that, “when member states looked for cover, it wasn’t just the UN they blame, it was him, the scapegoat in chief.”¹⁷²

In order to intervene in the crisis, Annan undertook various initiatives. He dispatched various special representatives to Darfur for fact-finding missions to help the UN establish ways of resolving the conflict and alleviate the humanitarian crisis. The special missions included the Under-Secretary-General for Humanitarian Affairs and the Emergency Relief Coordinator, the UN High Commissioner for Refugees, the Special Representative on Human Rights Defenders, and the Special Envoy for Humanitarian Affairs in Sudan.¹⁷³ By dispatching various representatives to the Darfur region for fact-finding missions, Annan applied the delegating leadership style. He realized that heads of

¹⁷²Traub, 254.

¹⁷³United Nations, *The UN Responds to the Darfur Crisis: A Timeline*, http://www.un.org/News/dh/dev/scripts/darfur_formatted.htm (accessed 17 August 2009).

the UN agencies had specialties in their respective fields and could be trusted to bring forward high quality assessment and recommendations of the situation on the ground.

The major problem for Annan during the Darfur crisis was the divisions within the Security Council. The third world countries, China, Russia, the Arab League, and the African Union threatened not to vote for a strongly worded resolution against Sudan. However, the African Union offered to deploy peacekeepers to Darfur to enforce the ceasefire agreements.¹⁷⁴ The failure by the Security Council to speak with one voice continually derailed the peace process for Darfur. Therefore, Annan could not make strong statements against Sudan because he lacked the backing of the member countries. When quizzed why he never made strong statements against the Sudanese regime, he stated that:

What I find is the worst situation for me to get up and threaten that we'll send a force to Sudan, and it doesn't happen. It would weaken the council even more. To throw ideas out, and then the council gets hopelessly divided, and the Sudanese know nothing is going to happen.¹⁷⁵

As a gesture of personal commitment to the Darfur peace process against the odds, on 1 July 2004, Annan commenced a three-day visit to the troubled region to meet the Sudanese and Chadian leaders. During his trip, he further gained situational awareness through visiting the local leaders, internally displaced persons (IDPs), refugees, and rebel held areas in Darfur and Abeche in Chad. At the end of the trip, the government of Sudan pledged to stop the attacks, to disarm the Janjaweed, and to allow free movement of humanitarian aid organizations to reach the displaced persons and

¹⁷⁴Traub, 252.

¹⁷⁵Ibid., 253.

refugees.¹⁷⁶ While in Khartoum, Annan consulted with the United States Secretary of State Colin Powell on possible solutions to the crisis. The trip also drew intense coverage by the media on the situation in Darfur.¹⁷⁷ On 6 July, he attended an AU summit in Addis Ababa and Annan told the delegates that the Darfur crisis “could be a prelude to even greater humanitarian catastrophe across the region.”¹⁷⁸ Annan’s visit to the Darfur region and Chad was an example of the Secretary General’s symbolic communication to the people in troubled regions that the UN had concern over their wellbeing. By visiting the local leaders, refugees, and IDPs, Annan boosted the UN image and its ideals.

Annan committed himself to the Darfur peace process as demonstrated by the various initiatives. He again adopted the participative leadership style and consulted widely with many world leaders, Sudanese rebel and local leaders, and Sudanese government leaders in order to find a lasting solution to the crisis. He desired to bring about a common understanding of the problem and eventually secure commitment from the Sudanese government to stop the atrocities. He also hoped to get the commitment of the international community to provide humanitarian assistance to the IDPs and refugees. He had a strong will towards the attainment of peace and stability, which was one of the top priorities on the Sub-Saharan Africa agenda items upon assuming the office of Secretary General of the UN.

¹⁷⁶Global Security, *Darfur Liberation Front, Sudan Liberation Movement (SLM), Sudan Liberation Army (SLA), Justice and Equality Movement (JEM)*, <http://www.globalsecurity.org/military/world/para/darfur.htm> (accessed 13 August 2009).

¹⁷⁷Ibid.

¹⁷⁸United Nations, *The UN Responds to the Crisis in Darfur: A Timeline*, http://www.un.org/News/dh/dev/scripts/darfur_formatted.htm (accessed 17 August 2009).

The successful implementation of the Sub-Saharan Africa agenda required lasting peace and stability in the region. At the time Annan left office, there was much progress towards finding a permanent solution to the Darfur crisis. The international community had committed to deploy peacekeepers; however, Sudan had been introducing conditions to the deployment of peacekeepers in order to disrupt the peace process.

The Successes Attributable to Annan's Leadership Style in Implementing
the Sub-Saharan Africa Agenda between 1997 and 2006

The successful implementation of the Sub-Saharan Africa agenda depended on various factors, among them was the leadership style of the UN Secretary General. Upon assuming the office of the Secretary General, Annan earmarked the Sub-Saharan Africa region as one of the priority areas of interest. He applied diverse leadership styles to meet respective challenges facing the region. As stated in chapter 2, the Sub-Saharan Africa agenda included five areas: education, health, food security, water, and governance. The other components of the Special Initiative were information technology for development, assistance to the informal sector and employment generation to combat poverty, and trade access. Peace and security was another important aspect upon which the successful implementation of agenda items depended.¹⁷⁹ This section presents the successes in the implementation of the Sub-Saharan Africa agenda items.

As a transformational leader, Annan took the initiative of introducing the MDGs with the aim of alleviating the various challenges in the developing countries. He

¹⁷⁹Africa Policy E-Journal, *Africa: UN Special Initiative: Secretary-General Chairs Informal Consultations on Implementation of United Nations System-Wide Special Initiative on Africa* (DEV/2115 3 July 1996), <http://www.africaaction.org/docs96/ar9607.htm> (accessed 12 May 2009).

envisioned that the successful implementation of the MDGs would reduce the suffering of the people of the developing world and by extension, the Sub-Saharan Africa region. According to the Millennium Development Goals Report 2007, the Sub-Saharan Africa made little progress toward attainment of the MDGs. The region continued to experience high poverty rates, child mortality, and maternal mortality.¹⁸⁰ Annan's transformational leadership style led to the introduction of the pro-poor reform programs, which resulted in the adoption of the MDGs, had the following impact on the Sub-Saharan Africa region.

First, with regard to the MDG to eradicate extreme poverty and hunger, there has been a slight fall in the extreme poverty levels; however, there has been a rise in the poverty ratio. As such, during the period under review the region reported the highest poverty gap ratio in the world. Therefore, the region was not on track to achieve the goal of reducing poverty by half in 2015. More effort is required to bring the region on equal footing with the other regions.¹⁸¹

Second, the region made little progress in achieving universal primary education through universal enrollment, thereby still lagging behind the other regions. The trend occurred because there was low school attendance by girls, children from poor families, children from rural areas, children from women headed families, orphans, and children in countries in conflict. The region also experienced high school dropout rates mainly due to extreme poverty.¹⁸²

¹⁸⁰United Nations, *Millennium Development Goals Report 2007*, <http://www.un.org/millenniumgoals/pdf/mdg2007.pdf> (accessed 15 September 2009).

¹⁸¹*Ibid.*

¹⁸²*Ibid.*

Third, there has been slight progress towards promoting gender equality and the empowerment of women. Small percentages of women have entered the paid labor market and have political leadership, which was a major shift from dependence on subsistence agriculture. Some countries have encouraged and allowed women into political and government positions in efforts to achieve equitable gender representation and eliminate disparities.¹⁸³

Fourth, the region achieved little progress in efforts to reduce child mortality by two-thirds by 2015. The report indicated that many basic health care services remained neglected and as a result, there was a slow improvement in reducing child mortality rate and the region has remained the worst in the world. Many children in the region continue to die of preventable causes. Therefore, while the rest of the world has made significant progress, the region continued to lag behind.¹⁸⁴

Fifth, the region made the least progress in all of the goals towards reducing maternal deaths. There were many preventable maternal deaths and disabilities because the region had the least proportion of modern facilities and skilled birth attendants. Therefore, the region registered the highest proportion of maternal deaths in the world.¹⁸⁵

Sixth, there were great strides in efforts to combating incidences of HIV/AIDS, malaria, tuberculosis, and other diseases. The numbers of new cases of HIV/AIDS has been reduced, however, death from AIDS continued to rise among those who had already

¹⁸³Ibid.

¹⁸⁴Ibid.

¹⁸⁵Ibid.

contracted the disease. On a positive note, the region reported progress in reducing tuberculosis and malaria cases.¹⁸⁶

Seventh, the region scored poorly in efforts to ensure environmental sustainability. Due to extreme poverty, the rural people of the region continue to depend on subsistence agriculture, which led to substantial loss of forests. Additionally, the region reported an increase in the absolute numbers of people without safe drinking water and basic sanitation.¹⁸⁷

Finally, there was little success in efforts to develop a global partnership for development. The donor countries had pledged to double their aid to the region, however, they failed to honor their commitments. As a result, there was little progress in development programs. On a positive note, the donors cancelled the debts to some countries, thereby counter-balancing the failure to provide aid. The region also experienced a steady improvement in the provision of information and communication technology facilities as evidenced by the mushrooming mobile phones and internet subscriptions.¹⁸⁸

In a related development, the report on the Millennium Project and the Millennium Development Goals highlighted that most countries in the Sub-Saharan Africa had no problem with governance. However, most countries in the region suffered from deep-seated poverty, which made them incapable of making investments in human capital and infrastructure prerequisite for achieving self-sustaining economic growth.

¹⁸⁶Ibid.

¹⁸⁷Ibid.

¹⁸⁸Ibid.

Challenges such as low agricultural productivity, high prevalence of disease, and high transportation costs have accelerated the poverty situation in the region. For the region to meet the MDGs, it is necessary for the international community to inject substantial economic investment to improve the communication infrastructure, agriculture inputs, electricity, safe cooking fuels, clinics, schools, and housing.¹⁸⁹

The researcher found out that Annan's transformational leadership style and participative leadership style helped to convince the World Bank, various UN agencies, developed countries, and developing countries adopt the MDGs and agreed to work as partners. However, time was a crucial factor in the implementation process. The researcher observed that in the short-term, the tangible results could not be visible. He noted that considering the background of the Sub-Saharan Africa as highlighted in chapter 2, the period under review laid of the foundation and building blocks for the major transformation of the region. The process of building schools, clinics, communication infrastructure, and electricity generation plants would not happen overnight. Additionally, the training of medical specialists, agriculture advisers, nutrition specialist, and teachers would take a long time. Therefore, the region still has a chance of meeting some of the targets by 2015.

In coming up with MDGs, Annan exhibited the transformational leadership style. It was necessary for him to get the approval of the General Assembly before he implemented the MDGs. Therefore, he determined to share his vision of his reforms with the General Assembly. Consequently, Annan consulted extensively to obtain the views

¹⁸⁹United Nations, *A Q&A on the Millennium Project and the Millennium Development Goals*, <http://www.unmillenniumproject.org/documents/MP-QandA-E.pdf> (accessed 13 September 2009).

and opinions of the world leaders and the stakeholders. Once he had gained acceptance of his vision, he tabled them for the General Assembly to deliberate upon them for implementation. Therefore, the leaders of the Sub-Saharan Africa were also willing to implement the MDGs. The obstacle to rapid progress in this region was the poor background as reviewed in chapter 2. Within this short period between 2000 and 2006, the region enjoyed much progress at individual national scales though the progress was little when compared to the global level. It is likely that there could be improvement with time. Therefore, Annan's visionary leadership had an impact on the successful implementation of the Sub-Saharan Africa, especially in improving the people's quality of life.

With regard to peace and security, Annan displayed various leadership styles to bring stability to the region. As highlighted in the case studies on the Bakassi Peninsular, the Lockerbie Bombing, and the Darfur crises, Annan exhibited many leadership styles including the participative style, the consultative style, and the delegating style to resolve the crises. He employed many initiatives when meeting the respective leaders of the concerned countries, visiting the affected areas, and dispatching various delegations to represent him. He also displayed the leadership style that he learned from his father during his childhood. As he grew up, he observed his father settle disputes among his subjects and he applied the same techniques throughout his career in the UN. As observed from the findings of the research, in all of the crises, his leadership styles yielded observable results. His multifaceted leadership style facilitated the successful settlement of the Bakassi Peninsular and the Lockerbie Bombing crises. On the other hand, despite the fact that the crisis in Darfur continues to exist even after Annan left the

UN, the study indicated Annan's leadership style had significant influence on bringing the peace process to an advanced level.

Summary

In this chapter, the researcher presented and analyzed the research findings. He examined the various leadership styles Annan applied in interacting with the interaction with the members of the Security Council, members of the General Assembly, and his subordinates. The study found that Annan applied a mix of leadership styles including the consultative style, the delegating style, the LMX style, the country club management style, and the participative style depending on the situation. His flexibility in applying the relevant style helped him create a positive environment in the UN, which in turn enabled him achieve high motivation and commitment of the member states and his staff. As such, it was easier for the member states and his staff to accept and implement his agenda.

The chapter also discussed Annan's reform programs. It examined the restructuring programs including the merging of related departments, creation of the office of Deputy Secretary General, the introduction of the SMG and Executive Committees, introduction of modern information and communication technology, and the MDGs. These reform programs improved the image and reputation of the UN, which boosted the efficiency and effectiveness of the UN, while promoting the Sub-Saharan Africa agenda. In introducing the reform programs, Annan exhibited a combination of the transformational leadership style, the delegating leadership style, and the participative leadership style.

The researcher further examined how Annan implemented the Sub-Saharan Africa agenda. He discussed Annan's impact on the peace and security of the region, specifically reporting on the Bakassi Peninsular, the Lockerbie Bombing, and the Darfur crises. The researcher established that Annan's leadership style facilitated the success in resolving the Bakassi Peninsular and the Lockerbie Bombing crises, while in the Darfur crisis Annan's leadership style brought the peace process to an advanced stage. Finally, the author discussed the success of the MDGs and reported that the region had achieved little progress and still lagged behind the rest of the world. On this part, Annan applied a mix of the participative leadership style and the delegating leadership style depending on the situation.

Chapter 5 will mark the end of the thesis by discussing the conclusions of the study and offer recommendations of the study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The premise of this study was that leadership determines the success of any organization. The bigger and complex organizations demand more complexity in the leadership styles by their leaders. It is no wonder that the Secretary General of the UN, who is the chief administrative officer of the UN, must possess exceptional leadership skills to lead the organization successfully. The purpose of this study was to examine whether Kofi Anna's leadership style had an impact on the success of the implementation of the Sub-Saharan Africa agenda. The thesis covers five chapters. Chapter 1 covers the introduction to the study. Chapter 2 covers literature review and describes the main sources of data used in the thesis to provide basis for the analysis and any subsequent research on the subject. Chapter 3 describes the research methodology used in the study and justifies the reasons for the choice. Chapter 4 covers data presentation and analysis by presenting the findings from the various sources as evidence of the study and interpreting the patterns and relationships to draw meanings. This is the final chapter and it presents conclusions and recommendations drawn from the study.

The study reviewed several definitions and theories of leadership, which served as the guiding pillars of the thesis. The researcher defined leadership as a process of influencing others to be willingly committed to the accomplishment of the common organizational goals. The researcher reviewed the theories of leadership such as the Great-Man Theory, Trait Approach, Skills Approach, Leadership Behaviors Approach, Situational Approach, Contingency Theory, Path-Goal Theory, Leader-Member Exchange Theory, and Transformational Leadership Theories.

The study employed the qualitative research methodology. The researcher reviewed various publications to explore Annan's family background, educational background, professional background, and his leadership as the UN Secretary General. It was evident from the study that Annan's family background had a tremendous impact on his leadership at school and during his career. His father mentored him to become a dependable leader throughout his life. As he grew up, Kofi observed his father as the chief among his people adopt the participative style in resolving their disputes. It was evident from the study that based on his father's influence; Kofi also resorted to adopting the participative style as his most favored style throughout his career. His educational background also prepared him to become a successful leader in his career. His leadership first manifested while he was the president of the student body in the high school when he successfully led the students in a hunger strike to force the administration to improve the dining conditions. He led the students' leadership into negotiations with the school administration for the improvement of the conditions at the kitchen. The outcome of the negotiations for better conditions helped Annan to reinforce the importance of the participation by all parties to dispute when resolving crises. During his career before becoming the UN Secretary General, Annan demonstrated his leadership skills in Iraq in 1991. He successfully negotiated with the Iraq regime for the release of more than 900 international staff and foreign nationals detained as hostages in Iraq and Kuwait during the Kuwait invasion by Iraq in 1990. The crisis required the participation of representatives from various interested organizations and the Iraqi regime to contribute their input to finding a lasting solution. It was apparent that the lessons learned from that mission strengthened Annan's conviction of the benefits of the participative style in

resolving conflicts. It is no surprise that when he became the Secretary General he predominantly adopted the participative leadership style.

The researcher also reviewed the historical background of the Sub-Saharan Africa in order to develop an understanding of the agenda items that prevailed during Annan's tenure. The study revealed that all countries in the Sub-Saharan Africa had similar historical background, which shaped the common agenda for the region. All the countries suffered the evils of slave trade, colonialism, and the Cold War.

Slave trade dehumanized its victims by turning them into economic merchandise and tools of production in other continents. It also encouraged tribal wars as neighboring tribes waged wars against each other to raise slaves for sale to the merchants. As such, slave trade destroyed African societies, thereby the continent lagged behind the rest of the world in terms of early civilization because it suffered deprivation of the needed human capital and stability.

Colonization of the African continent followed immediately after the abolition of slave trade. Colonization was a lesser evil than slave trade. It brought some benefits of Industrial Revolution from Europe, thereby improving the standards of living among that Africans. However, it was oppressive to the natives and it exploited the natural resources. Moreover, the European powers divided Africa on paper and did not consider the realities of ethnic differences among the Africans on the ground. The result was that either the borders split the ethnic groups into diverse colonialists or they grouped together the adversary ethnic groups. Further, the colonialists forced the natives to work in the mines, armies, and plantations for low wages. There was less regard for the empowerment of the natives. As a result, at the time of independence, the state of readiness for self-rule by the

Africans depended very much on the system of government applied by the colonialists. The British practiced indirect rule, which allowed the Africans to participate in administration of the colonies. On the other hand, the French and Portuguese practiced assimilation while the Belgians practiced paternalism, which did not allow the natives to participate in administration of the colonies. Consequently, soon after gaining independence the British colonies had less stability problems while the French, Portuguese, and Belgian colonies broke into anarchy and civil wars. Therefore, the situation in most countries was not conducive for sustainable development.

Another complication was that the gaining of independence by most African countries coincided with the emergence of the Cold War in which the super-powers supported and sustained dictatorial regimes in Africa. The super-powers provided arms to the dictators to fight on their behalf. The dictators served the interests of their masters at the expense of their people and their countries. In response to the oppressive rule by the dictators, there had been civil wars in most countries. The widespread instability led to lack of economic development in the region.

Due to the background cited above, the Sub-Saharan Africa, experiences under-developed, poor governance, poverty, conflicts, hunger, low life expectancy, and illiteracy. Therefore, it was necessary for the UN to help find lasting solutions to these challenges. More so, the solutions depended on the leadership styles of the Secretaries General. When Annan assumed office of the Secretary General, these were the Sub-Saharan Africa agenda items before him.

Lessons Learned

There are several lessons drawn from this study, which could help leaders at all levels to improve their effectiveness and efficiency. The study revealed that Annan realized that no one leadership style suits all situations. Therefore, he possessed assorted leadership styles that he could apply to suit the varying situations. This means that for leaders to be successful they may have to be flexible to apply leadership styles relevant to the situation or group of people they deal with. The other lesson is on the importance of mentoring. As observed from the study, Annan's leadership reflected the benefits mentorship he received from his father as he grew up. He learned from his father that the participative style yielded better results, and chose to utilize it throughout his career. The study illustrates the importance of lessons learned in early life experiences. Leaders should be aware that they are mentors to their subordinates. Therefore, they should be cognizant of the significance of being better models.

Conclusions

The study indicated that Annan applied various leadership styles in varying situations during his tenure. Particularly, he predominantly adopted the participative style and applied other styles including the delegating style, the country club management style, the transformational style, and the leader-member exchange style. However, it was clear that he favored the participative style in implementing the Sub-Saharan Africa agenda.

Annan was successful in implementing the Sub-Saharan Africa agenda by adopting the participative leadership style. In introducing the MDGs, he shared his proposals and solicited input from the world leaders, the stakeholders, and the business

community. The participative style helped him pool ideas from divergent groups, which in return ensured high quality of decisions. Further, the decisions gained acceptance, support, commitment, and ownership by all because of their participation at the formulation stage.

In his efforts to bring peace to the region, Annan took several initiatives to resolve the conflicts. In the process, he applied the participative style as demonstrated in the Bakassi Peninsula, the Lockerbie Bombing, and the Darfur crises. He involved various reputable world leaders and the parties to the respective disputes in attempting to resolve the crises. In most cases, the parties to the disputes cooperated with the process and contributed ideas to the solutions to the crises. Consequently, they were satisfied with the outcome because they felt that by involving them in the processes, Annan treated them with respect and dignity. Therefore, they committed themselves to the resolutions the UN adopted.

The study demonstrated that Annan complemented his participative style by applying other leadership styles that suited the situations at hand. He was flexible to address the scenarios with the relevant skills to achieve his desired results. He realized that no one style could fit every situation.

It was apparent from the study that Annan's participative leadership style had an impact on the success of the implementation of the Sub-Saharan Africa as revealed from the study. Annan clearly stated at the UN Millennium Summit of September 2000 that he aimed at reducing poverty, hunger and disease; promoting greater survival prospects for mothers and their infants; promoting better-educated children; promoting equal opportunities for women; and promoting a healthier environment. The introduction of the

MDGs facilitated the reduction of the fore-stated challenges in the Sub-Saharan Africa. Though the study indicated the region had achieved little progress as compared to other regions during the period under review, it was evident that the reported situation was better than the *status quo ante*. The author noted that due to the background of the region, the period 2000 to 2006 was for building a foundation required for the implementation of the MDGs and hopes the region would achieve much progress by 2015. Therefore, it was noticeable that Annan's participative leadership style contributed to the success of the Sub-Saharan Africa agenda of achieving sustainable development and improving the quality of life of the people in that region.

The study further illustrated that Annan's peace effort had facilitated the reduction of crises in the region. His successes in the sampled case studies of the Bakassi Peninsula and the Lockerbie Bombing crises and the progress of setting the initial framework of the peace process in the Darfur crisis, a challenge that continues to this day, were a fair representation of Annan's peace and security efforts in the region during his tenure. It was likely that he achieved similar successes in other crises in the region though not included in the study. Therefore, Annan's participative leadership style contributed to the progress of achieving peace and security in support of the Sub-Saharan Africa agenda.

Recommendations

The author recommends further research on the impact of the leadership styles of the UN Secretaries General on the global challenges. The author also recommends further research on the impact of the leadership styles of other Secretaries General on the Sub-Saharan Africa agenda. Such studies would help determine the successful leadership

styles applied by other leaders in implementing the Sub-Saharan Africa agenda. Additionally, the author recommends further research on the impact of Annan's leadership style in the other regions of the world in order to broaden the view of his successes and failures. Such study would help determine whether his participative style would yield similar results in other regions. It would also determine which styles could be ideal for other regions.

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